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ELEMENTS OF AN EFFECTIVE RETENTION PROGRAM: A STUDY OF ATTRITION AND RETENTION AT AMERICAN INTERNATIONAL COLLEGE

A Dissertation Presented

by

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ABSTRACT

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This research project attempted to determine students' needs, then to design, implement, and evaluate an effective retention program responsive to these needs for freshmen students during their crucial first six weeks of college life.

After first conducting a campus-wide survey to help determine some of the specific needs of students at American International College, a further study was made by reviewing the theoretical literature which pertains to the psychological needs of college age individuals and to the attempts to foster their personal growth and development. Next, three periods of attrition/retention research were reviewed and a comparison made between these three eras and Paulo Freire's three stages of problem solving. Then, elements for designing and implementing an effective retention program were derived from summarizing the results from the needs survey and the review of theoretical and research literature. Based upon the elements from this summary, a retention program consisting of six interventions was designed and implemented to help the institution become more responsive

to incoming freshman students' needs, and thereby enhance student-institutional fit and increase retention. As it happened, the interventions could not always be restricted to experimental subjects alone and, therefore the total amount of intervention input was calculated as point scores for all of the 262 randomly selected subjects (130 experimental and 132 comparison group subjects.)

The program was evaluated and found generally effective in reducing the number of Drop-Outs from the experimental subjects group, which, overall had received a greater number of input points. The second hypothesis stated that subjects with the highest input scores would be the least likely to drop-out. In two of three t-tests, calculated to determine significance of differences, the results were significant for Males and Total Ss groups. When the program input level increased, the Drop-Out rate decreased - i.e. there was an inverse or negative relationship. One specific intervention was also found to make a significant difference in decreasing the number of Drop-Outs from the group who attended the Survival I intervention. Statistically significant effects could not be determined for three other interventions measured.

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CHAPTER I

PURPOSE AND SIGNIFICANCE OF THE PROBLEM

Attrition of college students, and reduction of this "dropping-out" through use of retention measures are difficult problems which college communities must struggle to solve. Throughout the nation, more than fifteen million men and women will enter some three thousand institutions of higher learning during the 80's. But, evidence from national retention studies suggests that from five to six million of these students never will earn degrees. Furthermore, predictions for the 1980's are that as many as three hundred of the fifteen hundred private colleges in this country will have to close due to their inability to survive financially (Cope, 1978). Understanding how to increase retention has practical value because reducing attrition of students not only directly affects a college's ongoing ability to function at its present level, but even more crucially, maintenance of its student enrollment may determine actual economic survival for small private colleges. Efforts directed toward increasing retention, or the saving of students, are particularly critical due to two recent nationwide developments: (1) admissions are being drawn from a declining college-age population (a condition predicted to exist until 1992), and (2) both the availability and amounts of financial aid to students have been, and continue to be, seriously reduced.

These problems appear to be especially severe for small, private institutions such as American International College (A.I.C.), and were recently cited by the college's President, Harry Courniotes,

in his Annual Report as "the problematic issues, which will have to be faced in the 80's". In addition, he identified problems related more uniquely to attrition at A.I.C., stated as, "the increasing competition of the public four-year and community college institutions, as they expand their program offerings to include attractive ones which they formerly did not make available." In other words, public institutions have begun "the aggressive pursuit" of the "continuing education area, an educational market which has been especially helpful in supplementing the income of private colleges." President Courniotes continued by adding that ". . .the tuition charge differential" is exacerbated, "because the public sector has chosen not to increase their tuitions." He further commented on a recent study by the National Association of Independent Colleges, (NAIC), which found "that the freshman enrollment at a third of the nation's private institutions dropped by 10% or more this past fall," (1982). This study also shows "that as many as 200,000 students have dropped out of private colleges and have transferred to less costly public institutions" (Courniotes, 1983).

Other factors contributing to A.I.C.'s unique enrollment and retention issues are that: (1) the college must continue to attract one-half of its student body as commuters from the local greater Springfield area due to serious shortages in student housing and (2) more than 50% of A.I.C.'s students presently receive some form of financial aid. The fiscal condition of the local area continues to be economically limited, even though showing considerable improvement since the early 1970's. Beginning with the late 1930's the Springfield

area suffered economic losses due to many of its industries either closing or moving south, or to other less tax-expensive areas of the country. Thus, A.I.C. finds itself located in a relatively depressed economic area, trying to compete with several other local, private colleges, (e.g. Western New England College, Springfield College, Our Lady of the Elms) for a declining number of applicants.

The traditional response to declining enrollments continues to be increased recruitment activities. The College has heavily relied upon admissions to create new, more effective strategies for the recruitment of students. With the earlier projected decline in the college-age population a current reality, I suggest that we must implement new, equally effective strategies in retaining students if we are to ensure the survival of small private institutions like American International College (A.I.C.).

The objective of this dissertation project was to identify some of the possible causes of attrition and to design, implement, and evaluate an effective retention program at A.I.C. To facilitate A.I.C.'s better responsiveness to its students' needs and thus, hopefully reduce the attrition rate, a six-point campus wide program was designed and initiated. The six components were designed with an emphasis on new students (especially freshmen) who were experiencing their initial period of college life. To find ways of enhancing student adjustment and to create what has been described as a sense of "student-institutional fit", or a sense of belongingness for the student, the components aimed both at increasing the student's participation in his/her new college community and at attempting to

discover innovative ways for our institution to be more responsive to its students' needs.

The program was evaluated to determine its overall effectiveness in reducing the attrition rate at A.I.C. and was further evaluated for making recommendations for improving future retention efforts. Each of the six components was measured to determine its relative influence or impact in retaining students.

CHAPTER II

REVIEW OF LITERATURE

The first section of this chapter focuses on the literature as it relates to college-age individuals' needs. In order to help structure environments more responsive to students' needs, we must first identify and understand these needs in general, and specifically those at A.I.C. Once needs are known, then we must find the means of intervening to help match institutional demands and students' personal needs. With this goal in mind, the second section focuses on creating and implementing change: "Community Psychology," a method for implementation of change by Lewis and Lewis (1977), and the "Critical Problem-solving" methodology advocated by Freire, (1973). Third, three major periods of attrition and retention research are surveyed to learn what retention efforts have been tried and found effective in other institutions. Finally, this research material is summarized in terms of an "ideal" or maximally effective retention program for American International College, (A.I.C.).

Needs of College Students

The needs of college students must be known in order to design an appropriate educational environment. If this environment is responsive to students' needs, and if it fosters both their learning and personal growth, then it should enhance retention.

First, let us review Erik Erikson's theoretical viewpoint about college-age individuals, particularly his views related to needs which foster their development. Then, assuming that our college community

may be somewhat unique and that A.I.C. students have special needs, I will review the results of a survey of needs administered on campus to help us identify their needs as they perceived them. Based on these two sources, recommendations will be made for services and interventions to close the gap between students' needs and the services provided by A.I.C.

Erikson's Psychosocial Developmental Theory. Erik Erikson's theory of development has been termed "psychosocial" because it emphasizes one's social relationships and interactions, and the influences of these factors upon one's personality development. His theory is concerned primarily with the growth of one's ego throughout the human life cycle which he divides into either ages or eight sequential, developmental tasks, or crises, needing resolution and which have either a generally positive or generally negative outcome.

1. Trust versus mistrust
2. Autonomy versus doubt and shame
3. Initiative versus guilt
4. Industry versus inferiority
5. Identity versus role confusion
6. Intimacy versus isolation
7. Generativity versus stagnation
8. Integrity versus despair

At each of these developmental levels, "a new dimension of 'social interaction' becomes possible" (Elkind, 1970), and conflict must be navigated. Thus, Erikson introduces innovations into traditional psychoanalytic theory which neither rejects nor ignores Freud's contributions but, goes beyond them, ".....to include the social milieu and its influences upon development," (Elkind, 1970). Freud's restrictive, deterministic views concentrated on childhood as one's period of complete personality development. Erikson

emphasizes instead the unique problems which face adolescents, young adults, and adults in today's world.

It is important that we realize that in this view of development, the crisis or problem involved in each stage is not, at the time it first arises, resolved "once and for all." Instead, "it arises again at each successive stage of development, and there is both hope and danger in this," suggests Elkind (1970). Optimistically, we can hope for the opportunity of better resolving an earlier developmental task in a later stage. For example, a child who is able to trust an understanding, loving primary teacher gradually overcomes some of the damage done to his or her sense of basic trust by earlier, inadequate, rejecting parenting. However, there is attendant, also, the danger that children with a sense of basic trust established during infancy, "can still have this sense of mistrust activated at a later stage if, say, their parents are divorced and separated under acrimonious circumstances" warns Elkind (1970). Thus, as Coleman and Glaros (1983) suggest, "successful resolution is not an all-or-nothing event, but a predominance of adaptive outcomes over maladaptive outcomes."

According to Erikson, adolescence is especially important in the formation of an individual sense of identity. During this period of life, adolescents become especially concerned with their self-concept, social and sexual roles and their own individual system of beliefs and values (Elkind, 1970). "Every adolescent is apt to go through some serious struggle at one time or another before he (or she) reaches a mature identity." (Erikson, 1960). If post-adolescents have not achieved a sense of positive identity, they experience the continued

consequences of "role confusion" or "identity diffusion." Failure to achieve a clear identity contributes to "....a feeling of being (or indeed, wanting to be) nobody," and adds Erikson, "may lead to withdrawal from reality and, in extreme cases climax in mental illness or suicide."

Another problematic issue, which Erikson describes as "too early closure," involves the "failure to face adolescent crisis, an unwillingness to search for their own answers, and too much willingness to accept traditional values." This results in blocked personal growth (Erikson, 1960). Thus, we see the roots of possible difficulties to come for the quality of resolution in earlier stages influences later developmental stages. From a more positive prospective, however, Erikson affirms that if adolescents successfully establish their own sense of identity, they become less dependent on both peers and parents (or other authority figures) and more prepared for the next stage of life, that which Erikson calls the crisis of "Intimacy versus isolation" (Elkind, 1970).

It may be helpful to illustrate Erikson's theory by looking at my work in the counseling center from an Eriksonian theoretical perspective. Nineteen of the twenty-seven new student clients I counseled during the academic year (1979-80) were experiencing serious relationship difficulties with a close friend, roommate, family member, or intimate partner. Often the man-woman intimate relationships of college-age persons have been reported as unsatisfactory in more than one aspect. My clients have shared their concern about several of these relationship issues: a lack of, or poor communication, sexual

problems, and questions or problems about which partner is more contributing, caring, and committed to the relationship's success. For example, sexuality related issues were reported as being a direct source of difficulties for 31% of the young adults with whom I worked that year.

Many student counselees appear to reach our college community, leaving behind them unfinished business at home, either in the form of a continuing struggle for greater independence or of unsatisfactory relationships with one or both parents. For several of my clients each year, experiencing problems related to their parent's recent decision to become divorced seems especially difficult. Parents tend to often make this final decision once their youngest offspring is launched in a college career. Perhaps being absent from home increases their response, because the emotional upheaval appears no less devastating for college-age persons than for younger children. My student-clients with these divorce problems present varied emotional reactions such as self-blaming and depression while expressing strong feelings of guilt, anger, hostility or resentment, fear, sadness, and sometimes their worried concern for a less able parent's survival.

Upon initial observation, these varied students problems might appear to be more related to the issues involved in Erikson's "Intimacy versus isolation" stage than to the period of identity information. However, Erikson suggests that it is very important to remember that the stages preceding and following each stage fade and re-emerge to influence the manner of development during the current stage. In other words, leftover unresolved developmental tasks in

identity or the negative features of identity diffusion (such as disturbances in sexual identification, over dependency on home of origin, poorly developed communication skills, and lack of self-awareness, particularly about one's own values and beliefs) may influence, even inhibit the manner in which "intimacy versus isolation" tasks will be met and resolved. Erikson further adds that the previous stage, regardless of its resolution

> "....initiates the stage of falling in love" which is by no means entirely, or even primarily, a sexual matter--except where the mores demand it. To a considerable extent, adolescent love is an attempt to arrive at a definition of one's identity by projecting one's diffused ego image on another and seeing it thus reflected and gradually clarified."

Remembering that identity formation and other stage resolutions are not "once and for all events," and recognizing the many similarities between my client's difficulties and those Erikson describes as resulting from poorly resolved identity work, I believe identity-related issues are very often part of the problems our students frequently present as relationship difficulties. Erikson supports this view explaining that an individual with identity confusion often avoids intimate experiences "....because of a fear of ego loss" and that this, "may lead to a deep sense of isolation and consequent self-absorption." But, he adds optimistically that when a more positive resolution is made

> "....the young adult, emerging from the search for and insistence on identity is eager and willing to fuse his identity with that of others. He is ready to and has the capacity to commit himself to concrete affiliations and partnerships and to develop the ethical strength to abide by such commitments even though they may call for significant sacrifices and compromises."

Attempting to resolve "intimacy" issues before "identity" spells trouble for many students. Thus, assistance for student-clients in establishing a secure sense of ego identity may be the most useful service offered by the college's counseling center because identity resolution helps clients in achieving personal growth and acquiring better relationship-building skills. Therefore, in helping students with "intimacy" problems we may need to first help them recover unresolved tasks from their previous developmental period, identity, then move on to workshops in relationship building. Other types of identity problems may occur for the student returning to school after a period of work, homemaking, etc. whose identity was relatively resolved and secure. His/her reinvestment in school or preparation for a career may lead to further identity and/or intimacy issues. For these clients, varied family problems often arise such as: marital difficulties, financial struggles and time management problems. These students, also, need appropriate assistance for their problems on "intimacy" versus career preparation and for the effects of these re-emerging issues upon earlier identity resolutions.

Now that we have reviewed Erikson's theory relevant to a better understanding of our students' psychological needs, let us consider some ways of implementing changes at A.I.C.

Community Psychology: A Model for Implementation of Community Institutional Change.

Knowing more about students' needs, it becomes necessary to determine ways to create changes at A.I.C. to maximize the match between students and their college. One methodology for creating Institutional change is described by Judith A. Lewis and Michael D.

Lewis in their text, Community Counseling: A Human Services Approach (1977), and by Julian Rappaport in his book, Community Psychology (1977).

Rappaport (1977), advocates a "broad social analysis;" and stresses that community psychology "requires conceptions, strategies, and tactics at the institutional and community levels," as well as at the individual and group levels. He advocates that the institutional level should be one of "four major sources" in planning for social interventions; and further warns that applying an intervention at the wrong level will not create "genuine change." Thus, one task of community psychology is to diagnose the appropriate level and prescribe an intervention suitable to change at that level (Rappaport, 1977).

Lewis and Lewis (1977) suggest that "effective community counselors attempt to develop educative programs that meet the needs of large numbers of people." Instead of trying to provide one-to-one professional services, they must use multifaceted approaches such as attempting "to provide community members with knowledge and personal skills that they can use to help themselves." In other words they help people to help themselves, a goal which seems especially appropriate when dealing with a college community predominantly composed of young adults who are growing and searching for more independent lifestyles. According to this model, community counselors also should become involved in social planning. This planning should be "true" community-based planning which goes beyond traditional social planning processes in which some people plan for others. Because "true" social planning involves the community's members, including students, it is sensitive

to the community's changing needs and desires. It uses the human resources available and increases commitment to programs they have deemed necessary, (Lewis and Lewis, 1977). Planning, creation, and evaluation of services and programs is an on-going, fluid process involving members collaboratively as planners and decision makers at all levels. This on-going assessment helps programs remain flexible and responsive to the community's changing needs since the consumers are involved in the process.

Combining the views of Rappaport and Lewis and Lewis suggests that institutional change should be included to promote "genuine change", and that such change should be based upon data collected on the institutional level. Lewis and Lewis extend this orientation by advocating the on-going involvement of all segments of the community, including the clients (students, in this case) in diagnosing, planning, implementing, and evaluating institutional changes.

Research Literature on Attrition-Retention.

The notion of participant involvement in analyzing, designing and implementing institutional changes to reduce attrition should be considered in the context of our fifty years of research on the problem of attrition. This research falls into three distinct eras, each characterized by a different concept of the problem, its causes and solutions.

One way of understanding these three eras of research is by characterizing them in terms of the three stages of problem solving as described by the Brazilian educational theorist, Paulo Freire. Before consideration of the eras of research in this way, let us look

briefly at some of Freire's basic theoretical ideas.

Freire's Theoretical Views.

Freire states that "there is no such thing as a neutral educational process," (Freire, 1970). He believes that educational systems either function as instruments used to integrate students into the present system through conformity to existing conditions, or that the educational process can become "the practice of freedom." Freire praises the second methodology as the means by which human beings can deal critically and creatively with reality, discovering how to participate in transforming it, instead of "conforming" to the status quo. This process allows human beings the opportunity to enter the historical process as "subjects" or as "those who know and act". For these "subjects" or critical thinkers, the important thing is the continuing transformation of reality in behalf of continuing the humanization of men. Freire suggests, however, that developing this type of educational process is not easy and may lead to some measure of tension and conflict because mankind generally fears freedom. This is a passionate philosophical statement advocating what community psychology's proponents, Lewis and Lewis, have described in more practical terms.

Freire describes three stages of problem solving through which people pass as they move from being subjected to an oppressive educational system to being active participants in its re-creation. These three stages of problem solving are comparable to the three eras of research on attrition and retention.

The Magical Problem-Solving Stage - Era I Research.

Freire describes the first stage, the lowest level of his problem-solving stages, as the "magical-conforming" stage, In this stage, individuals fail to recognize or be aware of oppressive conditions and distrust themselves and their own perceptions. The way of "naming" or analyzing their problems is to simply see them as "inevitable, unchangeable facts of existence" (Alschuler, 1980). The causes involved are seen as "magical" because they go beyond logical explanations like a magician's tricks. For example: causes are seen as historical inevitabilities and are attributed to "external forces such as fate, luck, chance, or God." Statements such as "that's the way things have always been," may be expressed (Freire, 1970). Consequently, little or no action is taken when difficulties are seen as fixed facts caused by uncontrollable external forces and the idea of change causes fears; fear of change, fear of trying something new, fear of failure, and of feeling inadequate. Thus, passive resignation, accommodation, conforming, adjusting, waiting, and a sense of hopelessness and fearfulness about change characterize the action at this stage of problem-solving (Freire, 1970).

In considering the three major periods of attrition-retention research, the first era before World War II involved studies which were mostly descriptive in nature. Researchers attempted to identify, and then describe contributing factors, often external to the drop-out, such as (1) details about a student's family of origin (family size, income level, etc.), (2) their religious and ethnic group membership, (3) demographic factors, and (4) test scores of applicants, such as

the I.Q. scores characteristic of drop-outs. Also studies were often made of larger factors, such as socio-economic variables, over which we have no control. Typical of studies during this era, was one by Slocum (1956) in which the students' parents' level of education and income were dis covered as important (Cope and Hannah, 1975). Understanding the relationships between these facts of existence and attrition often was unclear and seemingly magical. This way of defining the problem, led to acceptance and/or apathy, comparable to conditions Freire terms "passive resignation" and a sense of "fatalism" (Freire, 1970). Some solutions suggested for attrition problems in this era involved taking no action other than accepting these facts and "conforming" to present order because these factors were beyond the institution's control. The only active strategy suggested for solving these issues was to exclude those students most likely to drop out by using more selective admission's policies. Needless to say, today, we cannot afford to introduce extremely selective admission's policies when the college-age population is decreasing while the operational costs of colleges continue to increase.

Naive-Reforming Stage - Era II Research

The second era of research can be compared to Freire's "Naive-Reforming" state of problem solving because the problems are seen as in individuals who deviate from the system's idealized rules, standards and expectations. Hence, we must try to reform or "fix" them (Alschuler, 1980).

Freire sees the second stage of problem solving as "naive" because no changes are considered for the system. Even though the

the system, (or institution in this case), is to some degree misfitted to its students. A basic non-examined belief in the goodness of systems results in blaming individual members of that system for imperfections. Feelings of inferiority, incompetence, guilt, anger, resentment, and hostility are likely to develop. A distorted, reversed inhumane state of affairs results in which the "system is loved" and the people are "criticized." By attempting to change and reform (to fix) individuals, so that the system will work, we actively play host "to the rules, roles, expectations and standards of the system," a system that may continue unchanged as inhumane and oppressive (Alschuler, 1978).

In the second era of attrition-retention research, beginning after World War II and continuing up through the early 1970's researchers emphasized predictions of students' likelihood of completing their education, their "staying power" (Beal and Noel, 1980). These predictions were based upon studies which attempted to identify multiple characteristics and personality traits in students that led to their dropping out.

Variables positively related to retention included (1) the students' level of motivation indicated by their educational expectations, plans, and identified goals (Panos and Astin, 1967), (2) students' early decisions to go on to graduate or professional schools (Thistlewaite, 1973; Panos and Astin, 1967), and (3) religion (Rossman and Kirk, 1970). In their study of first year female drop-outs with passing grades at the University of California at Berkley, Rossman and Kirk (1970), found that "38% of the persisters," whereas "50% of the drop-outs, were either agnostic, atheist, had no formal religion, or no religious beliefs." Other variables such as high school size, the

college's size, or the student's place of residence while attending college were not consistently related to attrition (Hannah and Cope, 1975). Iffert (1957), found that resident students living on campus had "....a significantly better persistence record than had students who lived with parents, relatives or friends."

As implied earlier, another area heavily studied during this second era of research, was the psychological structure of students who dropped out. Psychological profiles of probable dropouts could be constructed from such findings. Hannah and Cope (1975) in summarizing findings from several of these studies include the following: (1) transfers and stay-ins were similar, "showing less maturity than either the real dropouts or the returnees; and these remaining students were also found, "more conservative, conventional, compliant to authority, task oriented, and ambitious;" whereas (2) dropouts were found "to value sensations, be imaginative, enjoy fantasy, and to be motivated by rebelliousness" (Suczek and Alfert, 1966). Using the California Psychological Inventory in studying National Merit Scholars, Astin (1964) found dropouts, "more aloof, self-centered, impulsive, and assertive than non-dropouts." Other studies found "....those leaving in good academic standing are, on the average, autonomous, mature, intellectually committed, creative men and women who are seeking less conventional, enriched education," (Keniston, 1968); Suczek and Alfert, 1966; Trent and Rugle, 1965). On the other hand, some studies suggested that students dropping out, "tend to be irresponsible, anxious, impulsive, rebellious, unstable, and unimaginative plodders." (Beohan, 1966; Brown, 1960; Grace, 1957; Gurin et al, 1966; Hannah, 1971; Spady,

1970; and Vaughan, 1968). Yet, another focus of this type of research has been the attempt to study the effects of psychological stress and to determine the student's state of mind, suggesting that the dropout may be behaving abnormally.

In general, in this era of research, students have been seen as both the causes and victims of attrition and have been blamed for their imperfections. Thus, until the late 1970's, most retention efforts have been directed towards retaining students by "fixing" and reforming them. The aim has been one of aiding them to adjust to the institution, its setting, policies, and practices as they presently exist. These procedures all rest upon the basic assumption that the institution is good, as it is, and that the problem must be in students who need to be "helped" or improved (Alschuler, 1980). Examples of retention efforts for furthering these purposes have included: orientation programs aimed at helping student to adjust to the institution as it is and to formulate goals, (i.e. to become more motivated, dedicated, committed to the system!!); workshops to teach study skills; behavior modification training to increase desirable behaviors, while decreasing less desirable ones; and counseling of varied types have all been employed. Research on these retention efforts has been limited but has shown them to be partially effective. Students actually have been "changed" or "reformed" to fit systems and have been retained with varying success. However, by the late 1970's as reported in Beal and Noel (1980), only a handful of publications had reported on the results of specific intervention strategies. The results of many colleges' attempts simply have not been reported, published, or shared with others.

In retrospect when looking at this era from Freire's theoretical viewpoint, Alschuler (1978) adds "within this process of reform, the implicit, naive assumption is made that when individuals reform and act properly, then the system will function perfectly; and oppressive, conflictful situations will not exist." Unfortunately, this has failed to have been the case.

Critical Problem-Solving Stage - Era III Research.

In Freire's "critical-transforming" stage of problem solving, people exercise their critical intellectual skills in "naming" the critical (crucial) rules and roles of the system that place them in conflict and exploit, oppress, or hinder their human development. Members of the group or community involved need to collaboratively analyze the ways in which they have played host to the oppressive aspects of their economic, political, social, school or classroom system. Through this collaborative process, they come to understand how they have played a self-destructive part in victimizing themselves and others by supporting the system with its conflict-producing rules and roles. "Collaboratively they must act to transform these oppresssive aspects of the system" (Freire, 1973). Freire's method exists not in specific techniques, "....but in a collaborative, critical problem-solving orientation to the world which involves authentic dialogue among equals trying to find, invent, or create answers to problems in living" (Alschuler, 1980). Freire sees the normal teacher-student relationships as being "paternalistic" thus intensifying the students' feelings of subordination and worthlessness. Students, therefore, should not be "objects" or "patient recipients" but, instead,

should act as "subjects." The program is then, "an act of creation capable of releasing other creative acts," one in which students would develop, "the impatience and vivacity which characterize search and intervention for solutions" (Friere, 1973). Freire also adds, "the oppressed, (meaning students in this case) will not commit themselves unless they are convinced, and this genuine conviction and true commitment are indispensable conditions for the liberating struggle," which can bring true institutional change. He further asserts that, "only the leaders' own involvement in reality within the historical situation, led them to criticize the situation and to wish to change it."

Furthermore, Freire adds, "The struggle begins with men's recognition and knowledge that propaganda, management, manipulation (all arms of domination) cannot be the instruments of their re-humanization. The only effective instrument is a humanizing pedagogy," and then, "the method ceases to be an instrument by which they (teachers or administration) can manipulate," because it expresses the consciousness of the students themselves. In other words, Freire insists that the oppressed, the victims, must grow in awareness, become involved, and even lead the action for meaningful change. Thus, a critical problem-solving orientation to the world engages people in the creative transformation of their world into a place where it is easier to love, where there is more development and greater self-affirmation as responsible persons. From a critical problem-solving orientatin with its collaborative participation by representatives from all levels of the college community, we can recognize the changes critical in

recreating a living and learning environment that maximally serves its members.

Now, let us look at some of the more recent, third era research literature. Since the mid-1970's, the focus of attrition/retention research has gradually, but very slowly, changed toward a more critical transforming perspective. At times, literature from over forty years of research, hundreds of publications, and many controlled studies on factors contributing to attrition has yielded surprisingly consistent data, but has remained heavily descriptive and has identified very few solutions to this complex problem. No simple solution generalizable across institutions exists because it's impossible to isolate a single cause or set of causes for attrition in all situations (Beal and Noel, 1979). Researchers have concluded that retention is no easy task with generalizable solutions from one unique institutional situation to another. However, some general conclusions can be drawn from the research which show that improved retention is possible if, "action programs can be formulated to respond to circumstances on particular college campuses" (Beal and Noel, 1979). Learning about and understanding the unique circumstances within each college appear crucial requirements for creating effecitve action programs.

In Attrition and Retention: Evidence for Action and Research, Lenning, Beal, and Sauer (1980), present an outline summarizing factors related positively and negatively to retention. They divide these factors into three categories: (1) student characteristics, (2) environmental characteristics, and (3) interactions. This third category is the one I want to consider more closely. According to

Lenning et al (1980), "Retention research today emphasizes the importance of the interactions between students and their institution". They suggest that the degree of "student-institutional fit" determines the likelihood of students staying or leaving. These researchers further define the term "fit" as "a sense of belonging" and add that this sense "will enhance retention". They explain that this feeling develops for students, "as a result of many and varied interactions with the college and student environment" (Lenning, Beal, and Sauer, 1980).

According to this summary, the interactive and environmental characteristics which were found to be positively linked with retention include: caring attitude of faculty and staff, high quality of teaching, adequate financial aid, student involvement on campus, high quality studentadvising, excellent counseling services, excellent career planning services, concern for student-institutional fit, and an early alert system , all of which describe a responsive, interactive environment. The negative characteristics, those negatively related to retention, were: inadequate academic support and advising, inadequate curricular offerings, lack of an excellent counseling support system, lack of cultural and social growth opportunities, inadequate career planning services, and inadequacies in both student-faculty contacts and lack of evidences of faculty care and concern for students, again illustrating the importance of an interactive, responsive environment.

In continuing to look at a college as a community with its own general characteristics, a report for the College Board, College Student Attrition and Retention, by Ramist (1981) suggests that "In the same way that some students are more likely to persist than others, some

general college environmental factors are more conducive to student persistence than are others." Table 8 from this report shows the general environmental characteristics, or somewhat "magical" variables in Freire's terms, in colleges that were found more conducive to student persistence or staying in, and those that are less conducive, or related to attrition.

Table 8. Relationship Between General College Evironmental Factors and Persistence (Ramist, 1981)

Characteristic	Related to Persistence	Related to Attrition	Not Related or Not Clear
Type of college	Four-year		
Control of college	Private		
Religion	Religiously affiliated		
Coeducation	Single-sex		
Location	Northeast South	West Southwest	
Academic level	Selective	Nonselective	
Size	x	x	
Match of student and college	Student-college fit in terms of home town/ college size, religion, race, and parental education/ selectivity High-ability student at selective college	Lack of student fit in terms of home town/ college size, religion, race, and parental education/ selectivity Low-ability student at nonselective college	High-ability student at non-selective college Low-ability student at selective college

Ramist adds "While accepting the evidence that some students are more likely to persist than others and that some college environments are more conducive to persistence than others, most research has concluded that the fit between the student and the college is an important factor." He further cites examples such as, "a student from a small town is more likely to persist at a small college, and a large

university is more likely to retain a student from a large city," all of which suggests that colleges need to be concerned with and perhaps more realistic about the match be tween students recruited and the college's environmental factors. In fact, this report warns, "Because what may be a small insignificant disappointment if known before enrollment, can become a major source of dissatisfaction if discovered after enrollment...", colleges should be careful to provide, "all information deemed relevant for an informed decision to purchase the educational service they provide". This preenrollment information should be honest, complete, and include such items as "accurate cost projections, expected student performance, current student and faculty perceptions, a complete description of student services, a description of student life, a description of all academic options on and off campus, student attrition rates, regional and national information on the availability of jobs by career field, and the assess ment by graduates of the relationship between their education and job requirements". In other words, colleges should not take students for granted, but instead they must consider them as individuals with consumer rights to all the accurate information necessary for making wise, informed educational decisions, choices with which they can live or persist. This study is limited to dealing with "magical" variables that often can not be changed, and it is a one-sided approach in suggesting that the institution do the changing. However, it begins to move in the direction of a person-institution dialogue, or a working together for a better match between student and his/her institution.

Vincent Tinto, also, considers the college a social system. He looks at the environmental factors and interactive aspects involved in

dropping out from a different, but very interesting, perspective. Tinto synthesizes William Spady's earlier views within which Spady (1970) applied Emil Durkheim's theory on suicide toward a better understanding of the dropping out process. Durkheim (1961) theorized that suicide is more likely to occur when individuals are insufficiently integrated into the fabric of society. More specifically, the likelihood of suicide increases for an individual, according to Durkheim, when they suffer two types of poor integration: (1) "insufficient moral (values) integration" and (2) "insufficient collective affiliation". "Usually," he added, "these two forms of malintegration are seen as the result of one's holding values highly divergent from those of the social collectivity," or "because these individuals fail to feel a sense of affinity or kinship," with those (people) in the immediate community within which they reside. And, "as a result of insignificant personal interactions with other members of the collectivity, the individual fails to establish meaningful relationships with others within that social system" (Spady, 1970).

When we view a college community as a social system, a society with its own values and social patterns, Tinto (1975), suggests that we can look at dropping out of that system (the college) in a manner analogous to viewing suicide as a withdrawal or a dropping out from wider society. Thus, he suggests that one can reasonably expect that social conditions affecting dropping out from the social system of college would resemble those conditions resulting in suicide in society. Therefore, students especially vulnerable to dropping out are those who remain aloof, not becoming involved, interacting, or friendly with

faculty, staff, or other students and not participating in the college's activities and social life. These students are likely to hold beliefs and value systems incompatible with the majority of their fellow students. Thus, they fail to become integrated enough in their environment or community to acquire the sense of belongingness that fosters commitment or a feeling of student-institutional fit which results in persistence in college (Tinto, 1975). Note that Tinto's explanation is a "critical problem solving one", but his solution is "naive" in blaming the problem on students or characteristics within them.

In other words, when looking at attrition/retention issues more critically, we see the problem lies not solely in students or in their institutions, nor is it one or the other that can be "fixed" once and for all. The degree to which an institution has, or creates, on-going mechanisms for maximizing the fit by assisting students to change and by adapting itself appears to be a critical factor in determining attrition and retention rates. For example, when students are encouraged to take active roles in all types of campus endeavors, they derive a sense of making a difference in their own environment. This personal investment fosters feelings of belonging instead of those more likely to result from passivity; feelings of apathy, isolation, alienation, and helplessness. When individuals repeatedly encounter frustration, then tend to experience a sense of helplessness which often leads to self-devaluation, loss of esteem, and depression (Seligman, 1975). Students, however, are likely to feel significant when faculty, administrators, and staff care enough to give of their

time, talents, and energies to work with them in solving problems. Being given more active roles in helping to form policies, including the creating of the institutional rules and regulations, further increases their meaningfulness for students, and encourages students' commitment to the college because they have joined collaboratively with other members of the college in the process of becoming a community.

In the College Board Report, College Student Attrition and Retention, Ramist (1981) suggests that, "the best retention program may not realy be a specific retention program: it may be an effort to upgrade the level of educational service, in its broadest sense", which would mean the providing of an environmental climate and the services needed by students, as well as the actual upgrading of academic offerings. And, he adds, "However, particularly if the emphasis is on change from old attitudes of taking students for granted to new attitudes of serving students, effecting this change could be called a retention program." In this same report, he further adds an interesting comment from Beal and Noel (1979); they, in summarizing survey replies from 879 colleges about their retention programs, state, "Of those having such a program, one of the initial moving forces was most often the President (48 percent of the time). Because a retention program is most likely to cut across all areas of the institution, the President's initial (and continuing) involvement seems imperative". Others, that were mentioned as frequently initial moving forces in college retention programs were, the Vice President for Student Affairs, the Vice President of Academic Affairs, the Admissions Office, and Counseling Services. If a specific individual was assigned to coordinate the

retention program, Beal and Noel (1979) note, "this person most frequently reported directly to the President (43 percent of the time)," again suggesting that involvement must come from all levels of the institution if the program is to be truly effective, especially in accomplishing attitudinal chance.

Summary. In looking back over the three eras of attrition/retention research, one observes growth in general awareness and any real attitudinal changes have been extremely slow. First, during the earliest years of research, the "magical" nature of studies neither prescribed nor took any actual action in solving attrition problems or eliminating contributing conditions, as if the mere describing of these issues could help in some miraculous manner. This era gave way to the next period, the "naive", or blaming era of research. Within this period students were blamed for their deficiencies and poor character traits which were seen as the causes for dropping out, or the reasons why retention efforts often failed. Finally, during the more recent period of research literature, the third era, research began to recognize, and even emphasize, a third group of influential characteristics, the interactive factors which appeared to be shaping students' feelings about their college experience. The implication is that collaborative efforts to maximize the match between student and institution should occur. To date, most initial efforts have been rather one-sided attempts wherein administrations have tried to match their institutions to students (or to what they believed students were looking for in colleges). What is really needed is collaboration in creating this match. Representative members from all levels of the

college's community must discuss, plan, and work together to discover and implement true solutions.

Implications of Theory for an Effective Retention Program at A.I.C.

Through the study of relevant literature and theory, we discovered that an effective retention program will require the following specific implementation methods and components.

1. The integration of Lewis and Lewis (1977) and Rappaport's (1977) community psychology methods for implementation with Freire's (1970) critical problem-solving methodology. By combining these two theories, we found that the following procedural elements are important in creating an effective retention program at A.I.C.

   a. Discussion, planning, and design (i.e. all groups involved) must include members or representatives, from all levels of the college's community.

   b. The group needs to meet collaboratively for basic discussions, at first with all members being given equal opportunity for openly expressing and sharing their thoughts, ideas and discoveries. Members need to be willing to openly accept and share one another's emerging ideas, discoveries, viewpoints and creative thoughts collaboratively without fear of criticism or retaliation, of any form, from any other member(s) in the collaborative group.

   c. The process needs to be one which increases its members' awareness about rules, roles, norms, and policies.

   d. As members discover, or become able to recognize or "name" the critical problems of the system, they need to realize

> that they may have aided, or "played host" to oppressive elements within that system. Being willing and able to recognize one's own responsibility is often an important part of the momentum for one's growth and change.

Having described ideal procedures for developing a maximally effective program, now, let us look at some of the components (or responses for specific problems) that would need to be included in formulating an effective retention program for A.I.C.

Difficulties in resolving intimacy or relationship issues are often reported as problems by student-clients at A.I.C. and, according to Erikson's developmental theory, which deals with the needs of young adults, they often appear to be attempting to resolve intimacy issues before they have completely resolved their previous stage's major work, the task of forming their own secure sense of individual identity. Thus, our next step needs to facilitate their developmental growth.

2. Assistance in forming a strong individual ego identity would, therefore, appear an important requirement. Then, help with relationship building skills, such as helping them learn better ways of communicating with one another would be a good follow-up service to provide. Other program components would need to be created in response to the emerging needs of students and to their arising living difficulties. Programs on such topics as alcohol education, dormitory life issues, human sexuality, and women's growing concerns could be helpful. Special services such as family therapy to meet some of the needs of older and/or returning students, also, need to be considered. Thus, providing help for the following types of students and varied

issues would increase the effectiveness of a retention program at A.I.C.

a. Identity workshops (or small groups) to assist young adults in developing a strong, secure sense of ego identity.

b. Workshops to help students with intimacy problems such as male/female relationship building workshops, family or marital therapy for returning/married students.

c. More psychological education programs (presented with student help or participation, making such programs more likely to be accepted). Topics for these should include: alcohol related issues (prevention, abuse, alcoholic students etc.), dormitory life problems, human sexuality issues, and women's concerns.

d. Support groups offering chances to meet one another, to relate and provide understanding and support, and special programs for helping sub-populations in our college community (i.e. groups for women, minority students, international students, and commuters).

e. Increased availability and variety of counseling for all types of needs and varieties of problems; counseling for individuals, groups, family, and special education students, and peer counseling for additional support and help to students with minor difficulties.

f. Support groups and workshops that address the special interests of and provide support for students returning to school. These students may be of non-traditional age and have unique

problems or needs related to family problems or needs related to family problems, financial difficulties, time management, career re-entry issues, and life/work planning.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology utilized in studying attrition and retention at American International College (A.I.C.). The goal of this research project was to identify and better understand students' needs at A.I.C. and to design, implement, and evaluate a program of intervention that responds to these needs and fosters students' sense of "student-institutional fit" (Beal and Noel, 1980) which tends to enhance retention.

First, the chapter opens with a statement of the research hypotheses. Next, the college's physical setting and some unique aspects of this environment, related to attrition/retention issues at A.I.C. are described. Then, a brief description follows of both the new (incoming) student population, because this was the general population sampled; and of our subjects as well as the details of our sampling procedure. Next, details about the entire process or procedure of the study are historically shared including descriptions of the following: our earliest organizational and planning meetings; administration of our campus-wide survey of needs; our attempts at forming an initial collaborative action group including students, faculty, and administration members; and a chronologically ordered description of the retention program's six individual components, describing the intent and actual implementation of each, while sharing problems encountered in our procedures. Next, the choice of instruments for measuring the effects of the six interventions is given and explained. Finally, the chapter closes with a discussion of the program's limitations and reasons for

differences as A.I.C.'s retention measures are compared to the elements for an "Ideal" (Freire, 1970) and maximally effective program based on the needs of A.I.C. students as determined by the Survey of Needs and by pertinent psychological theory such as Erikson's, on young adult needs.

The Research Hypotheses

The first research hypothesis was that the group of freshman students who attended or participated in one or more of the retention program's interventions would result in fewer dropouts during their freshman year at A.I.C. than would the group of students who had not received the program's interventions. The second hypothesis was that the more interventions students received, the less likely they would be to drop out during this first year. This second hypothesis is particularly important to our study as the experimental and control groups could not be pure groups. Students were allowed to self-assign for all of the program's components except for the intervention involving personal contact by a member of Student Support Services (S.S.S.). For this one intervention, contact was made only with members from the experimental group. Thus, the control group was not a pure group because some of the controls received one or more intervention measures. The major reason for the non-pure groups was that the researcher and associates could not restrict some treatments to experimental group subjects only, because it would have been unethical to withhold measures such as academic consulting and personal counseling services from any student requesting such help from either the Dexter Counseling Center or the Student Development Office.

Environmental Setting and Related Problems

American International College (A.I.C.) is a small private, four-year coeducational institution located in the inner city area of Springfield, a Western Massachusetts city of approximately 170,000 people. The college has recently been, and continues to be, involved in several physical improvement projects. Included in these recent measures were the opening of the new Shea Memorial Library, doubling our previous library space in the spring of 1981, and various other campus "Beautification" projects initiated and directed by the Administration. Included in these improvements or projects were the purchase and renovation of several houses on the campus perimeter for housing our Security, Religious Center, a new Alumni House, and a few offices for faculty and staff. Ground was broken in the spring of 1982 for the recently designed Karen Sprague Cultural Arts Center and Esther Griswold Theater for the Performing Arts which were funded by the generous gifts of the donors for whom the joint center was named. Completion of this building was slated for the fall of 1984. Several neighborhood houses have been purchased and either demolished or moved, allowing some of the cleared area to provide the very much needed student parking areas which are now attractively landscaped and well-lighted. Accomplishment of many of these physical improvements has been hastened by administrative preparations for the college's centennial celebration in 1985. Housing at A.I.C. meanwhile continues to suffer a serious shortage. We lack the dormitory space to increase our number of resident students, and we currently are unable to fulfill the students' requests for single rooms. Often these requests come through the Dexter Counseling Center as a part, at least, of students' presenting problems.

Another environmental factor specific to A.I.C. is its location in a busy, inner city, interracial neighborhood. For several students, (and, even more so for their parents), this has been quite a shock upon their arrival; especially if these students were matriculating from the more rural areas of New England such as northern New Hampshire, Vermont, or Maine or from Cape Cod. Our physical location may be a greater attrition issue than we have acknowledged. Another location problem that exists is that we are a city college but fail to have readily available public transportation, especially on the weekend when the regularly limitedbus schedules are cut back more, even discontinued for a major portion of that time (Sundays and late night service). Many students complain, especially freshmen without cars, that they feel trapped, and have nothing to do. We are in a heavily populated area, yet isolated from the downtown cultural and recreational activities such as Springfield's Civic Center, Stage West (our local live theater), the Quadrangle, a group of excellent museums and the many nightclub-type of establishments aimed at the local area's college populations.

At this time, A.I.C. serves about 1450 full-time undergraduate students with the percentage of women undergraduates being about 43% of the student body. This percentage represents a continuation of the trend of increasing women's enrollment at the college. Presently, part-time and graduate students number about 360 with a few more graduate level women than men attending. Thus, A.I.C. serves a total population of about 1800 students. Currently, over 50% of these A.I.C. students receive some form of financeial aid and nearly 40% of the

undergraduates are freshmen this year as has been the case for the last three years.

Subjects and the Sampling Procedure

The subjects for this dissertation were all incoming undergraduate students at American International College (A.I.C.) in Springfield, Massachusetts. Names of he entire entering class of 537 students were acquired from registration, listed, and checked with admission's lists to determine if any were transfers, returning students, or non-traditional students (older than average) and having fifteen or more credits (i.e. one semester's academic work) because these individuals could not be considered true freshmen or beginning college students due to their greater life and/or educational experiences. A few names were thus eliminated, initially. All remaining freshmen names (529) were listed on blocked sheets of paper that could be cut into equal size name slips. Next, all slips, now cut, were placed in two deep hats; one hat containing all female freshmen students' names, and the other hat included all male freshmen names. This procedure was followed to ensure random samplings; i.e. that every individual in this population of freshmen students had an equal chance of being drawn or chosen (Sprinthall, 1982). Then, the researcher and her associate Dr. Bennett allowed two teenagers to randomly draw slips for an equal number of times from each of these sex-segregated populations until a total of 132 male and 132 female names had been drawn. These 264 randomly selected subject (Ss) were then alternatingly and randomly assigned by our two helpers, without reading any of the names, to either group #1, the experimental (E) group or to group #2, the comparison (C) group. Thus,

both the Ex group and the C group would consist of 132 Ss made up of equal numbers of female and male incoming freshmen students. But, this failed to happen, exactly, for the group compositions varied slightly with the number of Ss being 130 in the Ex group and 132 Ss in the C group, and the Ex group having 66 males and 64 females; and the C group 66 males and 66 females, respectively.

These differences in composition may have been due to one, or both, of two factors. First, our two helpers could have accidently taken unequal turns when randomly drawing and alternatingly assigning male and female name slips for the two groups. Secondly, the difference in the total number of Ss in the Ex group occurred because of one of our interventions.

This intervention called for each of the eleven peer counselors to attempt to make personal contact, during the first six weeks of the semester, with eleven of the new Ex Ss (having randomly drawn their names). One peer counselor dropped out of college during the first week, so, the remaining ten counselors elected to each draw one additional name slip for her Ss, without knowing either the identity or sex of the student Ss, thus giving each of them thirteen Ss to contact and the Ex group a total of 130 Ss, instead of the 132 Ss, as originally planned. This procedure, also, contributed to making our subject population slightly unequal sexually. However, we had obtained large samples of students who were comparable in age, sex, and amount of educational experience.

Procedure and History of the Program

An historical manner will be used to cover the procedure in this research project because use of a chronological order most clearly demonstrates how certain aspects of our project grew out of others or needed to be developed as a foundation for later parts of the program. First, the early discussion and organizational meetings and the two parts of our program (which grew out of these meetings) will be discussed; (1) the Student Support Services (S.S.S.), a peer counseling service, and (2) Joint Training Workshops for Core Faculty (who would be student advisors) and the S.S.S. members. These two parts of the program were created in the beginning as groundwork for our project, with the hope that once instituted, they would continue to function throughout the project and be maintained in the future as actual institutional changes for better serving students. Next, the six interventions or components of the retention program for A.I.C. will be covered in the following ways: (1) the intent of each intervention will be discussed; (2) the actual procedure or implementation of each will be described; and (3) any problems encountered will be included and also discussed.

Early Discussion and Organizational Meetings. With the knowledge that student-institutional fit might well be the major issue involved in our institution's retention of its students and by knowing what have been the most effective retention efforts tried at other institutions from reviewing literature; it became the researcher's hope that an effective retention program could be created to help solve some of our students' unmet needs and decrease attrition rates, especially of freshmen, at A.I.C.

We used Freire's critical problem-solving methodology because our task needed to include much discussion from varied community members' perceptions at first to be able to identify our actual problems; and our plans were likely to involve institutional re-examiniation and change. Dr. Barbara Bennett (the Student Development Consultant) assisted me in asking, (through mailed requests and student newspaper announcements), that all interested individuals from the college community join us in forming a group to discuss problems, such as A.I.C.'s attrition rate, and to discover some possible solutions particularly for those related to students' needs.

This original group of interested college community members began meeting in the spring semester of 1981. The group consisted of the following: several interested faculty members; two administrators, the Administrative Dean and the Dean of Students; the Student Development Consultant, Dr. Barbara Bennett; the Director of the Dexter Counseling Center, this researcher; and a few students, most of whom were assistants or work-study aides to the faculty present. With hope of making the group more representative of all segments of the college community, especially of students, the researcher and Dr. Bennett contacted student Government for help, inviting their members and making announcements in classes to ask any interested students to participate in the discussion and planning sessions. A few additional student members were gained in this way but student interest was fairly low, as often appears to be the case at A.I.C.

This group continued to meet weekly throughout the spring and met three more times during the following summer. They collaboratively

brainstormed and discussed ideas, tried to discover, or identify, the real problems at A.I.C., and attempted to find and plan solutions for better responding to students' needs and helping to solve our attrition problems.

One significant accomplishment of this group, after many meetings and presentation of a proposal to the college's president, was the interviewing and hiring of a part-time gynecologist for one evening (three hours) weekly in the Student Health Services. Until this time, A.I.C. had no faciities for meeting women students' gynecological care needs; and all of these problems had to be referred to outside care. The Administration was somewhat resistant, feeling this action took a supportive position for dispensing birth control information and supplies, issues, incidently, with which the couseling center has always had to deal. But our group members were persistent, especially the student members. With the trend being one of increasing women's enrollment, the demand for these services had also, been increasing. Student government members in the group approached their membership for help, and that group was able to give funds to buy the special medical equipment required (some of it new and some used), for these services.

By the end of this second semester, our group, was similar we hoped to Freire's theoretical idea of "a collaborative research team," but we were short on student members due to a few dropouts during the busy yearend activities. The group now, was composed of the following: Dr. Bennett, two faculty members, the researcher and her master's level student intern from the Dexter Counseling Center, the Student Activities Director and her two student assistants, four interested students, the

incoming president of Student Government, the Student Health Services Director, Pat Silva, R.N. (who had been asked to join us during our gynecological services project) and the Dean of Students, Blaine Stevens.

Design and Administration of Survey of Needs. After several discussions and planning sessions, our collaborative group had become increasingly aware of unmet student needs and more concerned about serious gaps in our student services. For the purpose of better determining possibly unique A.I.C. student needs and a clearer view of gaps in present services, a Survey of Needs, in questionnaire form, was drawn up by the group working together under the guidance of Dr. Bennett and myself.

The campus-wide survey was administered to students, faculty, and members of administration to help us determine what student's real needs were as they and other members of the college community perceived them. Dr. Bennett and I tried to obtain unbiased responses from a representative sample of our college's population by having professors administer the questionnaires to their classes; these classes were at all levels (freshman, sophomore, etc.) and in varied majors or college departments. Surveys were sent by campus mail to all faculty and administration members, but, unfortunately their responses were few. Characteristics of respondents in our sample are summarized to demonstrate their representativeness of the college's population in Table 1 which follows.

Table 1

Representativeness of Sample
Due to Respondents' Characteristics

Respondents	Total Number at A.I.C.(N)	Total Number Responding	Percentage of N
Full-Time Undergraduate Students	N=1,339	n=430	32%
Full-Time Faculty and Administration	N= 112	n= 46	41%
Type of Students	**N**	**n**	**Percentage of N**
Freshmen	529	159	30%
Sophomores	299	139	46%
Juniors	265	72	27%
Seniors	246	64	26%
Male Students	763	226	30%
Female Students	576	204	35%

On the Survey of Needs questionnaire, respondents were asked to indicate the degree to which they felt each service was needed at the college by circling the number 1, 2, 3, or 4 according to the following key:

1 - not needed

2 = somewhat needed

3 = moderately needed

4 = greatly needed

The average extent of need was then calculated for each of the listed services from both groups of respondents. A summary of these results follows in Table 2.

Table 2

Results of Student and Faculty/Administration Needs Surveys

Item (Type of Human Service)	Averaged Weighted Extent of Need			
	Students (n=430)	Students Ranking	Faculty (n=46)	Faculty Ranking
1. Workshops on Alcohol Abuse	3.15	1.5	3.63	1
2. Workshops on Financial Aid	3.15	1.5	2.18	19
3. Support Groups for Commuters	3.14	3	3.31	4
4. Support Groups for Alcoholic Students	2.98	4	3.12	6.5
5. Gynecological Services	2.92	5	3.12	6.5

Table 2 (cont.)

Results of Student and Faculty/Administration Needs Survey

Item (Type of Human Service)	Averaged Weighted Extent of Need			
	Students (n=430)	Students Ranking	Faculty (n=46)	Faculty Ranking
6. Increased Individual Counseling	2.89	6.5	3.18	5
7. Workshops in Human Sexuality	2.89	6.5	3.05	9.5
8. Assertiveness Training	2.84	8	2.80	13
9. Workshops on Identity	2.82	9	2.95	11
10. Workshops in Male/Female Relationships	2.81	10	3.05	9.5
11. Support Groups for Foreign Students	2.77	11	3.06	8
12. Workshops on Divorce	2.68	12	2.41	16
13. Support Groups for Non-Traditional Students	2.58	13.5	3.32	3
14. Workshops on Racial Relationships	2.58	13.5	2.74	15
15. Workshops on Family Relationships	2.51	15	2.32	17
16. Workshops on Dorm Living	2.51	16	3.37	2
17. Peer Counselors	2.49	17	2.94	12
18. Support Groups for Women	2.47	18	2.78	14
19. Support Groups for Men	2.45	19	2.31	18

Summary of Survey Results. In summarizing the major needs of students at A.I.C. as determined by results from the campus wide survey of needs, alcohol services, such as Workshops on Alcohol Abuse, and Support Groups for Alcoholic Students, were reported respectively as the number one and number four most important human services needed on campus by both students and faculty members. Our campus problems related to alcohol appear to have steadily increased since passage of the legislation raising the legal drinking age to twenty years old. The new drinking style has become one of finding an older student to buy a supply of alcohol, usually a case of beer, then trucking this into one's dormitory room and partying with a few friends until the supply is exhausted. The college "pub", presently closed, provided a controlled drinking environment serving only beer and wine, and limiting consumption by refusing to serve anyone beyond a reasonable amount.

Next in priority for services needs, when combining survey results again for both groups, were "Support Groups" for our special student populations (such as for commuters, foreign students, and non-traditional or older, returning students.) For example, about 52% of our student body are commuters. These students are often criticized for coming to campus only to attend classes, and for not contributing their resources to college projects and activities. Yet, we have failed to provide commuters with a general meeting area, study room, or lounge where they can relax, study or comfortably meet together or with others on campus.

It was not surprising to note that the need for more individual counseling was in third place. The Dexter Counseling Center, which

provides psychological services for the college, is presently staffed by only two one-half time counselors. These counselors receive, on the average, twenty-five to thirty requests weekly for one-hour appointments for individual counseling, covering a wide range of problems: personal problems, academic difficulties, career planning, financial problems and interpersonal and relationship difficulties. The therapists also try to find time to meet other demands: (1) for the additional four or five clients who drop-in without appointments, often under crisis conditions, (2) for the two or three students weekly who personally request, or are advised to request, a Strong-Campbell Vocational Interest Inventory, or occasionally another assessment instrument, and (3) for academically advising their regular number of assigned students. Administration of the Strong-Campbell also generates the need for a follow-up counseling session to interpret results, discuss career plans and help advisees make the necessary course decisions. Therefore, there is a definite need for increasing the hours of availability of counseling of all types. Thus, the survey results indicate that helping to solve alcohol-related problems, creating some specific services for our special student populations, and providing more available hours and more varied types of counseling may reduce some of the causes of attrition while enhancing students' adaptation and sense of fit at A.I.C.

Recommendations for Closing the Gap in Services. Basing recommendations upon the needs of students as indicated by our survey's results and by what Erikson's theory tells us about young adults' needs, can help us to clarify the requirements needed in creating a more

responsive, supportive college environment. This should reduce some causes of attrition. According to these resources, closing the gap in services needed at A.I.C. could be accomplished by providing the following types of services:

a. "Identity" workshops and other activities (films, discussion groups, etc.) planned to assist young adults in developing a secure sense of individual ego-identity.

b. Workshops to help students with their "intimacy" problems such as male-female relationship workshops.

c. More psychological education programs in several areas of specific need such as programs providing alcohol information and programs on prevention of its abuse, on enhancement of dormitory life, on human sexuality issues, and on women's concerns.

d. Support groups for our non-traditional students (such as the students older than average group, "S.O.T.A."). These groups would deal with the unique problems, such as family and marital difficulties involved around their re-entry into college.

e. Support groups offering the understanding, special programs, and help (such as the provision of meeting or lounge areas) needed by varied sub-populations within our college community; i.e. groups for helping women, minority students, foreign students, and our commuter population.

f. Increased availability (in staff and hours) of individual, group, and peer counseling for our variety of special individual problems.

Beginning of the Student Support Service (S.S.S.). In attempting to find some solutions for closing gaps in services and for meeting more of our students' needs, which had been further identified by the survey's results, our collaborative group decided that the immediate addition of peer counseling services could help to meet students' needs in several ways. First it would partially meet students' needs for more available hours and varied types of counseling, (at least for the less serious issues) which were both requests that the counseling center could not answer due to their extremely limited staff.

Peer counseling services could, also, plan some special programs, for example; one on alcohol abuse or its wiser use to be presented as a dormitory residents' program or they might offer their services to help start a support group for a special sub-population on campus such as a women students' group, a non-traditional student's support group, or an international students group for addressing their particular concerns. A peer counseling service, also, enhances the quality of campus life by simply being there. It provides students with a place to drop-in and talk things over, to sound out their ideas or give gripes with a willing listener, who is often having some similar experiences, before little frustrations develop into bigger problems, and this contribution, alone, could help in preventing attrition.

After preliminary discussions and assurances of providing training and taking responsibility for them were made to the administration, our

group collaboratively organized the Student Support Services ("S.S.S."), as the peer counseling group later decided to call itself, The Dexter Counseling Center, the Student Development Office, and Dean Stevens (Dean of Students) agreed to jointly be responsible for them. We would act as their Advisory Board, meeting with them on a regular basis, and would serve as back-up resources for the group; providing training, consultations, and referral services for them. The new organization was explained and plans for the group announced, first to the faculty by a letter and a copy of an S.S.S. members job description. Faculty members were asked to read these to their classes and then announce that applications for the peer counselor positions were available in the Dean of Student's office. Please see Appendix III for copies of the job description of an S.S.S. peer counselor and an example of the material published about the group.

Posters and an article in the campus weekly newspaper, the "Y-J", advertised the new organization, explained its functions, and reminded students of the availability of applications for peer counselor jobs. Student response was excellent and once the many applicants were screened, interviewed, and selected by the Advisory Board and members appointed from the collaborative planning group their preliminary training workshops needed to be provided. A basic counseling skills training workshop was created and conducted immediately by this researcher for the new peer counselors as it was, now, May and very near the end of the spring semester. In the fall, S.S.S. members would be required to continue attending on-going training workshops and meetings every Thursday afternoon. At this time, S.S.S. members expressed that

they felt a need for a "home", a specific location where they could be found; so Advisory Board members explored these possibilities and the researcher was able to secure permission for them to use a small room in Amaron Hall's basement, AB#22, a former psychology instructor's office which would serve the purpose. The members happily elected to designate, redecorate it a little and staff this rather tiny nook as their "S.S.S. Drop-In Center" which they advertised as, "a place where students can feel welcome to drop-in, discuss issues, and find support".

At their next group meeting, the S.S.S. members decided among themselves to autonomously elect their own advisor and their choice was Dr. Gregory Schmutt, a new instructor in the Psychology Department. Apparently, S.S.S. members had been feeling a growing need for autonomy, and they expressed their desire to be a true student organization that serves fellow students, and one that is not closely identified with administration because they felt this might keep students from dropping in. In addition to their decision about their own advisor, they had also decided that the Advisory Board should include their advisor plus two student representatives appointed by and from the peer counselor's group. These decisions were agreed upon by the original board members and the new Advisory Board met two more times during the following summer along with members from the larger collaborative group to help the S.S.S. members draw up their charter and petition to Student Government for recognition as a true student organization deserving of both the support and financial help from the Student Government.

Joint Training Workshops for Faculty and S.S.S. Shortly after the S.S.S.'s first training workshop in the fall of the new academic year (1981-82), Dr. Bennett and the researcher planned a joint training workshop for a group of selected core faculty and the S.S.S. members. The core group of faculty members had been chosen by the Dean of Faculty, Dr. Cebula, and the Student Development Consultant, Dr. Bennett, as they often served as advisors to students and agreed to participate in special retention efforts which included trying to develop better ways of advising and giving individual attention to students, especially to those who were considered more vulnerable to attrition, i.e. freshmen and students who were undecided about their major field, of study and their educational goals. In late September, sixteen of these core faculty members met with the S.S.S. group members to help develop a joint faculty-student team approach for fostering retention by learning special skills through this first of several planned joint faculty and S.S.S. training workshops.

During the workshop, Dr. Bennett, with this researcher co-facilitating, provided direct skills training in listening, communication, and advising techniques. The three-hour afternoon session was most enjoyable and especially valuable as it afforded students (peer counselors), and faculty members the opportunity to reverse roles, interact, relate and increase both their skills in advising and communication as well as their perceptions and understanding of one another. We know how important faculty-student interactions can be from reviewing the literature such as What Works in Student Retention, (1979), the report made on results from a national

survey which was jointly conducted by American College Testing Program (ACT) and the National Center for Higher Education Management Systems (NCHEMS). This studyfound inadequate career planning services and a lack of student-faculty contacts, in that order, to be among the six highest-ranking factors related to attrition.

Components of A.I.C.'s Retention Program

The original collaborative group continued to meet, even meeting three times during the summer (1981) for further discussion of college community problems and needs, and for attempting to find solutions for some of them. Dr. Bennett, the Student Development Consultant, shared some of her data on attrition from the previous academic year at A.I.C. I contributed research information from the review of literature including any current findings about retention efforts being tried at other institutions. This collective knowledge, along with many discussions helped our group grow in awareness, especially in recognizing the extreme vulnerability of incoming freshmen to attrition at A.I.C. Dr. Bennett had pointed out that our attrition rate for the previous academic year at A.I.C. had been 25% overall but that 49% of all the dropouts had been freshmen. She added that some of these had occurred during the first semester and between semesters but many more occurred during their first summer vacation. Thus, risk of dropping out was seen as particularly high during three specific periods of the new students' first college year: (1) during his/her first, most critical semester, especially in the first few weeks of their new experience, (2) during the break between semesters, and (3) during the summer following this first year of college.

As awareness grew in our group, plans for an effective retention program began to take form. First, we knew the program needed to have an emphasis upon a student's initial period of college life, i.e. upon freshmen in their first, most critical semester. We tried to create components or interventions that would increase a freshman's active participation and involvement in his/her new college community, knowing from the literature that involvement and interaction with one's college environment brings about a sense of belonging. We tried, also, to discover more innovative ways in which our institution could better respond to its students and their needs, especially to its vulnerable freshmen. Initially, we planned to work with this target population, our incoming freshmen, and we recognized that the fastly approaching fall semester, the freshmen's first term, would be an especially critical period in which we should attempt to make a difference for them by administration of our experimental retention program.

From the total population of incoming freshmen, we randomly selected and assigned equal numbers of female and male students, using the procedure described previously in the section on subjects and the sampling process. Our plan was for most of the retention components to be administered to only the Experimental group subjects (ExSs), with very little of the retention efforts being presented to the remaining freshmen student body, which included our Comparison group subjects (CSs). The number of ExSs dropping out would be compared to the number of dropouts from the CSs group, at the three most crucial, attrition risk points of the students' first academic year: (1) during (or by the end) of the first semester, (2) the beginning of the second semester

after the break between semesters, and (3) at the start of the next fall semester (after the first summer vacation), the number of ExSs dropping out would be compared to the number of dropouts from the CSs group.

Once the establishment of the S.S.S. and the Joint Training Workshops for Core Faculty (Advisors) and S.S.S. members had been established, the maximally effective retention program our group had been collaboratively planning and designing could be implemented. Our program consisted of six components, which will be described in considerable detail showing for each one: the intent; the actual implementation step, including any problems that were encountered; and the way interventions were responded to and received by subjects. Here are the program's six interventions:

1. Survival I

During the orientation period for Freshmen, Dr. Barbara Bennett, Professor Debbi Anderson (from the Human Relations Department) and the researcher presented a four-hour survival-in-college workshop, planned collaboratively by them, with the intention of facilitating students in making contact with one another and with the supportive services on campus. This workshop was also designed to help students adapt by acquainting them with the hopes, fears, myths, and realities of the college experience, while getting to know better themselves and their own values. After introducing one another, making sure that students knew what we did and where we could be found on campus, Dr. Bennett and I led the group through a series of short ice-breaking, interactive exercises. We had asked that any of our new peer counselors, the S.S.S. members, who could be on campus for orientation, join us and participate

with the incoming students hoping to both provide an opportunity for the counselors to get to know some of the freshmen and to be recognized by them, and to help us build enthusiasm for the workshop's activities. Six S.S.S. members attended and this did seem to help because our crowd was large but all appeared to participate, and we heard many positive comments about the day's experience. Materials for the interactive and warm-up exercises used came from: M. James and D. Yongward's, Born to Win; Values Clarification by S. Simon, L. Howe, and H. Kirchenbaum; and Reaching Out (second edition) by D. Johnson in addition to our own creations.

Now that our group appeared a little more relaxed and comfortable with one another, each participant was given a complete-the-sentence type of survey sheet, and we asked them to individually finish the fifteen statements by expressing sincerely how they really felt or believed. The survey included such statements to finish as: "Leaving home...."; "The most frightening thing about having a roommate...."; and "Sexually, most college students...." Then, we divided our very large group into small groups of four each and asked that they discuss some of these beliefs and feelings with each other. We initiated this by suggesting that each person share at least one of their completed sentences, one which they were comfortable about sharing, with the other three members in their group. This part of the program went especially well as students enthusiastically and quickly got into discussions on some of the topics the statements raised. After the small groups had discussed topics awhile (15-20 minutes), we pulled the entire group back together to process the experience by asking that each group volunteer

share two of their major issues with the entire group while I listed these topics on a blackboard. Next, Dr. Bennett and I noted the most common, or re-occurring issues, each of us giving a mini-lecture that included some of these topics. We followed our talks with an open discussion period on the more common problems that are likely to arise for college students; and about the demands for problem-solving, decision-making, and adjustment that these issues create. At this time, we re-introduced Professor Anderson who would help them with the other equally important part of survival-in-college, one's academic survival. She delivered a brief lecture on discovering one's own "Learning Skills and Styles", pointing out how students can improve their skills and use them and new ones to ensure greater academic success. She announced, also, that in about three weeks, shortly after most students had experienced at least one test in most all of their classes, Survival II would be held. This session would cover further facts, fallacies and chances to practice better techniques of studying for and taking exams. Wanting to finish the day on a light note and with one in which all could participate, we first held an open period for questions and discussions on any issues that might have come up for new students in their first two days on campus and finally ended with one short interactive exercise. The immediate feedback suggested that the workshop was most worthwhile. Several students remained after it to express how much fun they had and several of them discussed their surprise at discovering the commonality of their worries or problems. Others appeared to have enjoyed the afternoon as many left still ardently discussing some of the issues with their new acquaintances.

As we allowed all freshmen to participate in this workshop experience, a self-selection basis determined who received this component of the retention program. A sign-up sheet of all those students attending was kept, showing which students particpated in Survival I.

2. Personal Contact Between S.S.S. and New Freshmen Students

Each Student Support Services member (S.S.S.), our new peer counselors, was randomly assigned twelve name slips, or new students from our Experimental subjects group (ExSs) to contact and offer friendly support to during these students' first six weeks of college which we believe to be their most vulnerable period, or when they are the most likely to drop-out (Bennett, 1981). This support was to be offered in a telephone call and/or a short note in their campus mailbox which would suggest either meeting for a few minutes to talk, in some non-threatening location such as in the student center lounge, or meeting for a quick soda or coffee break at the snack bar. Or, the contact might involve only this initial telephone visit, particularly if the student seemed uninterested or concerned, and then possibly followed-up by a short written note to make sure the new student understood the counselor's interest and availability if further communication or support was wanted. The intention of the personal contact intervention was to not only provide some direct, personalized attention, interest, and support for new students on campus which would help foster a sense of belonging for them; but, also to help acquaint these 130 entering freshmen with our peer counseling service and the other supportive services on campus giving them familiar resources should the need arise for them in the future.

The Personal Contact intervention could be better controlled in its implementation than the other interventions in that we could ensure that only ExSs received its influence by randomly assigning only ExSs to the peer counselors to be contacted. However, other aspects of the intervention were actually much less controllable. For example, as was mentioned previously, one of the eleven peer counselors dropped out of college, herself, failing to return for the fall orientation period or semester. The other ten peer counselors elected to each draw one more ExSs from her randomly assigned name slips, giving each of them 13 ExSs for a total of 130 ExSs instead of the 132 ExSs originally planned which was equal to the number of students in the comparison group (CSs). This event, also, changed the female to male ratio slightly in our ExSs group.

When the plans for this intervention were presented at the end of the spring semester, the newly selected S.S.S. members enthusiastically voted to take on the project but appeared a little less excited about it in the fall semester. They may have been simply more busy than they had planned with their own schedules, or putting these plans into practice may have been more work or quite different from what they had expected. When we reviewed the directions for the project at their first fall meeting, the new S.S.S. advisor was not overly supportive of the plans, but the peer counselors were still in favor of the intervention and appeared to understand its implementation. Even though their intentions were good, the intervention was not carried through as well as we had hoped as only five of the ten S.S.S. members made direct contact with four or more of their ExSs. Only seven of the counselors contacted at least two of their new freshmen subjects.

All counselors had been asked to keep a record, or log, so that we could evaluate the process. They were, also, asked to write a brief report at the end of the six week period summarizing the experience and sharing with us their ideas, feelings, criticisms, and suggestions. Although reminded several times, only four peer counselors succeeded in completing this part of the research project which would have given us very valuable feedback.

One major problem with this intervention seemed to have been the unexpected reactions of the new students to being telephoned or written a note offering them interest and support. They were often quite concerned, even suspicious, about why counselors were doing this, or why they had been chosen to be the ones contacted. The explanation that we were trying to help freshmen feel comfortable, or at home in their new community, and that their name had been selected by a random sampling process appeared to do little in reassuring them. Some type of general announcement via campus media or an individual letter to each subject fully explaining the process before the intervention began might have been helpful, but, we had felt the spontaneity of a friendly call or note during a difficult period would be more sincere. Another problem was the difficulty of reaching many students, especially the new students who were commuters. Several peer counselors made calls to students, leaving messages, their own telephone numbers, and requests to be called back; however, the freshmen usually failed to return the calls. We needed to better prepare our peer counselors for the possible disappointment of trying to approach students who might be hesitant, suspicious or even resistant to being offered friendly interest and support.

On the less discouraging side of the experience, however, we recently heard some students, two years later, remark that they had been freshmen who were contacted and remember how "nice" it was to be called, "to feel that someone out there was interested and really cared" and was a source of information or "just someone to talk to if you needed it!"

The intervention was a basically good idea; but it needed clearer, and perhaps even printed, step-by-step directions that could be given to each peer counselor and a much closer monitoring system during the process. It would have been better for the S.S.S. members who were to implement the intervention, to have been part of the collaborative group that designed it (unfortunately, the counselors had not yet been selected when this first attempt was planned.)

3. Freshman Night - Sundae Night Social

The S.S.S. group members planned and held a Freshman Night or "Sundae Night Social" as they called it, for all freshmen students. Its purpose was to enable freshmen to meet one another on a more casual, social basis and to help these new students to also become better acquainted with the Student Support Services and its peer counselors. The social evening was held in the Campus Pub, on a Sunday night and was open to all freshmen. It featured a make-your-own sundae buffet with tea, coffee, and punch against a background of recorded music. Over 100 freshmen attended the evening social which is a fairly large turn-out for an early fall event at A.I.C., especially one that is held during evening hours and on a weekend. The event lasted longer than planned with lively conversation and enthusiastic participation,

suggesting that it had been successful in creating opportunities for meeting and communication. We felt this event could not be limited to a selected group of Freshman (i.e. to only the ExSs) without them feeling singled out and possibly threatened; therefore, some students from both the ExSs and CSs received the intervention's effects. Sign-up sheets were to be posted and everyone asked to sign in before leaving. Unfortunately, S.S.S. members failed to post the sheets and make this request; thus, we have no record of whom, from either the ExSs or CSs groups, attended this intervention.

4. Direct Consultation and/or Counseling by Student Development, Dexter Counseling Center, and Human Technology Department.

An early alert, warning, and referral system had been established by letters to faculty and staff members from the Student Development Office asking them to be more attentive to students with possible difficulties of any type (either academic or personal). Faculty who had attended the joint workshops with the S.S.S. members had, also, been instructed to watch for any difficulties. Our hope was that small problematic issues would be given necessary attention earlier and thus, not develop into larger issues which could become academically interruptive or take much longer to remedy. This intervention worked moderately well because a number of faculty and staff members responded, referring many students with varied problems to the Student Development Office or the Dexter Counseling Center. If their consultation required short-term help, often the Student Development Office handled these issues. But, if referral was necessary for longer term or more specific help, they were referred to appropriate resources which included

referrals: To the core faculty members who gave them academic help and/or advising or obtained a tutor for them from their department; to the Dexter Counseling Center for personal counseling of all types or for testing when desired; to the S.S.S. peer counselors for informal personalized support of a less serious nature, and to the Human Technology Division for study skills assistance, career guidance, or for the study skills workshop or mini-course which was held later in the semester.

The two Master's level interns in the Dexter Counseling Center (one from A.I.C.'s Clinical Psychology program and one from Springfield College's Counseling and Guidance program) also consulted and counseled referrals under the supervision of the researcher and her assistant, Dr. Bennett. Records of all students seen were kept by the three participating departments to facilitate our calculation of the input ratings received by the students. Some students from both the ExSs and CSs as well as upper classmen were among the students consulted and counseled because it would have been unethical to have refused to give help of this type to any troubled student needing such assistance.

5. Study Skills Workshop/Course.

This new no-credit, no fees-charged course was planned, designed, and conducted initially by Professor D. Anderson to serve as a mid-semester's follow-up for the academic section of the Survival I workshop given during orientation. It was created particularly for students receiving early academic warning at the end of the fifth week of the semester. However, any students concerned about their courses, study habits, etc. were encouraged to attend by a display of posters and announcements which were read in all undergraduate classes. Students

could attend by either volunteering, themselves, or by referral of interested faculty, staff, and human services personnel. Few students attended that first semester but, it was gratifying to see that participation picked up considerably for the mini-course during the second semester when it was again held. At this time, a more permanent course has been the outgrowth from this mini-course. Students may continue to seek out this resource, although it is a full-credit course for which the regular fee is charged. According to the professor now in charge, there remains at A.I.C. a tremendous need for study skills help.

6. Pre-Registration Majors and Career Planning Workshop.

This intervention involved holding an informational workshop just before registration for the second semester (spring) for our Ss. It was especially aimed at freshmen, but open to any interested students desiring career information. Over 120 students attended. The Human Technology Division, the Admissions Office and the Alumni Director, with our help, worked together to plan, staff, and conduct the day's events so that students could explore areas of interest by talking with individuals actually working at careers within these fields. Alumni volunteers from the Greater Springfield area and faculty helpers were stationed at tables and discussion areas according to their career expertise. All freshmen were encouraged to attend and attendance was recorded to facilitate counting those participating in the intervention because both ExSs and CSs were in the group. Light refreshments were available. People, both volunteers and students, enjoyed the day very much and it was repeated again for two more semesters. However, last year during the second semester the day's format was changed as three

alumni volunteers, very successful in their respective careers, were asked to present a program on the meaning of success and how to achieve it. Even though it was requested that faculty members attend with their classes if possible, the attendance was not very large. The number and percentage of ExSs and CSs attending each of the interventions in the program are shown in Table 3 below.

Table 3

Total Number and Percentage of ExSx and CSs Participating in Program's Interventions (Includes both sexes)

Intervention	N of ExSs (Total N=130)	% of ExSs	N of CSs (Total N=132)	% of CSs
1. Survival I	66	50.7%	37	28%
2. Personal-Contact	38	29.2%	0*	0%*
3. Consultation by Student Development	30	23.1%	26	19.7%
4. Individual Counseling	21	16.2%	9	6.8%
5. Study Skills Workshop	10	7.7%	5	3.8%
6. Pre-Registration Career Workshop	20	15.4%	10	7.6%

* This intervention was restricted to ExSs exclusively; thus, no CSs participated in this one intervention.

Instruments Used for Measuring the Effects of Experimental Retention Program

To determine the effects of our retention program procedures both parametric and non-parametric statistics will be used because we have

both interval and ordinal data. Our data is interval in that values were assigned so that both the order and interval between numbers are known but the data is, also, ordinal in the sense that several assumptions about the characteristics of the subject population cannot be made. Even though all subjects were entering freshman students we are not sure what personal characteristics might have contributed toward making stayers in college different from leavers, those who dropped out. Two different statistical procedures, one from each of the two types mentioned above, will be employed: Point-Biserial Correlation Coefficient (r_{pbis}) and Chi Square (2x2, 2x3, 2x4, etc.). The reasons for using these two techniques will be explained in more detail, later; but, first an explanation is necessary of how each intervention was given a specific value or input rating. (Siegal, 1956; McNemar, 1962).

It was essential to assign a weighted score to each of the six interventions in order to be able to calculate the total amount of influence or input each of the subjects received from the retention program. Therefore, values from +1 to +4 points were assigned for each of the units of the program's interventions. The interventions affording the greatest amount of direct individual attention and/or the longest period of exposure were given the highest input values. For interventions, which were repeatedly received by some subjects, such as for the one-on-one counseling sessions, the value would be accrued for each time the intervention was experienced resulting in a cumulative input score for this intervention. Ratings assigned to the six interventions are listed in Table 4.

TABLE 4

Assigned Input/Ratings for Interventions

Name of Intervention	Assigned Input Value/Rating
1. Survival I - Workshop	4 points (3-hour long workshop teaching crucial skills & values. Earliest intervention)
2. Personal Contact Between S.S.S. and Entering Students	3-6 points (3 pts. for @ contact, with a total of 6 pts., possible)
3. Freshman Night - An Informal *Social Event	2 points (a 2-hour social with little individual attention)
4. One-on-One Consultation by Student Development Office Individual Counseling Session in . Dexter Counseling Center	3-9 points (3 pts. per appointment hour with a maximum of 9 pts.)
5. Study Skills Course	2-6 points (2 pts. @class attended up to a maximum of 6 pts. Limited individual attention)
6. Pre-Registration Workshop	2 points (2-hr. long information session with little individual attention)

*It was later discovered that this interventon could not be counted as no attendance was taken by S.S.S. counselors.

As was mentioned in an earlier section, we have a somewhat unique problem in not having pure experimental group subjects (ExSs) and control or comparison group subjects (CSs), which seems the wiser term to use. However, we can consider all of our 262 subjects (both

ExSs and CSs), as having different levels of input from our retention program. These different levels of exposure to the program's interventions will be indicated by individual scores calculated by adding all the inputs or intervention ratings the student experienced, and these scores are continuous data (i.e. a continuously distributed range of scores). See Table 5 which shows the number of subjects with each score, or number at each rating level. The percent of total male (132) and female (130) subjects at each rating level is, also, shown.

Table 5

Number and Percent of Students with Each Score/Rating Level

Total Input Score/Rating	Total N of Students	N and % Males		N and % Females	
0	69	41	31.1%	28	21.5%
1 N/A*	—	—	—	—	—
2	11	7	5.3%	4	3.1%
3	64	35	26.5%	29	22.3%
4	50	26	19.7%	24	18.5%
5	5	2	1.5%	3	2.3%
6	22	7	5.3%	15	11.5%
7	18	10	7.6%	8	6.2%
8	2	2	1.5%	1	.77%
9	7	0	0%	5	3.8%
10	2	0	0%	2	1.5%
11	1	1	.75%	1	.77%
12	2	0	0%	1	.77%
13	3	0	0%	3	2.3%
14	0	0	0%	0	0%
15	0	0	0%	0	0%
16	2	0	0%	2	1.5%
17	0	0	0%	0	0%
18	1	0	0%	1	.77%
19	3	0	0%	3	2.3%
20	0	0	0%	0	0%

* Lowest input rating for attending any intervention = 2

Dividing all of our subjects into two distinct categories as to whether they stay in college or drop out gives us a dichotomous variable of stayers and leavers. In instances such as this where a researcher wishes to access the degree of relationship between continuous data (the subjects' input scores) and a second truly dichotomous variable (a two-category variable, in this case, of (1) staying or (2) leaving or dropping out), the "situation does not lend itself to comparison by the use of the standard product-moment correlation," or Pearson r procedures. This situation requires one of the "special statistical relationship techniques designated for precisely this type of problem, the point-biserial correlation coefficient", (Popham and Sirotnik, 1973). The point-biserial correlation coefficient (r_{pbis} or r_{pb}) will be used for calculating our first set of measurements, the relationship between students who drop out versus those not dropping out, compared to their represenative program input scores.

For our second set of measures, to determine whether the input value of a specific intervention is related significantly to the outcome of dropping-out or not dropping out, the Chi-square test of association (2x2, 2x3, 2x4, etc.) will be used.

Limitations of this Experimental Retention Program

Limitations in the study were of several types in the attempt to design and implement an effective experimental retention program at A.I.C. These imperfections are important as they may limit the accuracy and generalizability of some of the program's results. In this section, several kinds of these limiting problems, that may have contributed toward making our program less effective, will be discussed.

Subjects

From the very beginning of the project imperfections existed in our sampling. Even though requirements for selection of subjects by random sampling were strictly followed, it was impossible to have pure experimental (ExSs) and control (or comparison) group subjects (CSs). Because it would have been unethical to eliminate them, CSs often needed to be allowed to receive some of the interventions aimed at saving or retaining students. Not having pure ExSs meant that each student who became involved had to be counted, and that we had to consider all students in both groups as individuals each having an input level or score from their exposure to at least some of the program's interventions. Not being able to restrict input to ExSs, only, was likely to decrease any dramatic or readily observable differences between the two groups after treatment.

External and General Factors

Next, there may be limitations caused by either unique conditions at A.I.C. or by extraneous conditions, events, situations, etc. which are both types of limiting problems that lie beyond our control. For example: although, both the selection of our subjects by random sampling and the use of a large population such as this one of 262 students tend to equalize and control for unknown subject differences, we still must realize that there may be present human differences, such as certain personality traits which may contribute toward making students either the stayers in college or the leavers who drop out. Other sources of limitation may exist in the uncontrollable variables due to conditions such as the period of time and the environment within which the research was undertaken. Perhaps opportunities for employment

were less, or more available, and may have influenced students in staying or leaving college. Employment conditions, in turn, might depend upon the immediate environment or area of the country as to whether the locality had a depressed or expanding economy.

Students' financial aid arrangements, both its amount and its availability are other factors influencing attrition and retention over which we have limited control. Perhaps it is a problem fairly unique to A.I.C., that over 50% of its students receive some form of financial aid. Thus, during a period when aid is diminishing, many more students are likely to drop out due to financial difficulties. Incidently, this was an actual problematic issue during the academic period studied (1981-82) as it is again, at this time.

A.I.C.'s inner city location may also contribute unique problems that limit a retention program's effectiveness. The college has taken some steps in attempting to remedy environmentally related difficulties such as by their creation of more available, safer parking areas. But, much more needs to be accomplished especially in the areas of providing greater safety or more protection for students and in creating more varied, wiser choices in activities to fill students' recreational and social needs. These issues will be discussed further in a later section.

Design and Implementation

Last, but certainly not least, we need to consider the many limitations in the design and actual implementation of this experimental program that could limit the accuracy and generalizability of the study's results. Several imperfections exist in the planning and designing process of this retention effort. We attempted to follow as

closely as possible, Freire's requirements for an "Ideal" program or his problem-solving method for institutional change (Freire, 1970) by creating a collaborative action group from the first, or earliest, discussion group meetings.

The group meetings began with all segments of the college's community represented fairly well; but most administrators dropped out after the first two meetings and one significant accomplishment, the hiring of a gynecologist to be on duty for one evening each week to fill this much needed type of service in our student health center. This event had taken a considerable amount of time and effort as several smaller adjunct meetings had been necessary between administrative members, the college's president, and the researcher.

Student interest in the group was lower than planned with fewer participating than we had hoped. Apathy of the students is often the easy, quick answer or reason given at A.I.C. for each lack of accomplishment or failure to change; and that may have been part of the cause. But, the attendance issue could have been related more to the period of time because the program's planning meetings began near the end of the academic year when reluctance to becoming involved in new activities may have been greater. This timing may have also had an important influence on the project. After discovering from student development's records how critical the issue of freshman attrition had been during the previous (first) semester, it seemed very important, even critical, to immediately implement some retention measures that could help more of the next in-coming class of students stay in college.

In summarizing the results from the campus-wide Survey of needs and in reviewing both the relevant theoretical literature and many

experiences while working with student-clients in the college's counseling center, assistance for students in their struggle to establish a secure sense of their own ego or individual identity was found to be a highly important need. Some members in our collaborative group had trouble with this concept, especially in trying to create some form of action to help fill this need. The researcher and assistant suggested offering identity workshops for any interested students and/or creating an additional elective course on self-development or self-education. This course could be called "The Emerging Self" and being available to all class levels, could offer this type of material. Finally, the best resolution possible from the group was an agreement to later plan this type of workshop for student peer counselors to conduct after the first crucial six weeks of college for the new students had been met. At this time, the researcher did incorporate considerably more material of this nature into both of the courses she teaches; Abnormal Psychology (Psychology #103) and Counseling and Psychotherapy (Psychology #329). But these classes cannot be taken by first semester freshmen and their needs for help in forming their own value systems and identities may be critical in enabling them to adjust to college life. (See APPENDIX V for an example of this material as it is included in the Syllabus for Psychology #329).

Discussions and plans for finding ways of helping students with alcohol abuse problems and for providing educational or preventative programs and support services for alcoholic students met with some resistance even though these problems had been rated as the number one priority for needed help by students in the survey. Student members in

the group felt that the alcohol problems on campus were exaggerated by other college community members. They felt that re-opening of the closed campus pub, where drinking had been more controlled would help considerably in solving alcohol problems and this was discussed with a decision made to collectively request the re-opening for the coming fall semester. The group also agreed upon sending for additional information for setting up alcohol education workshops which would be available for presentation by a peer group upon request from groups such as sororities, fraternities, and dormitory students.

Another major accomplishment of the collaborative group, the formation of a peer counseling service, may have been its most important decision as well as the one with the most inherent imperfections. The needs for increased availability in both counseling hours and varied types of support services had been a difficult, long-term and increasing problem. This need was also rated as a high level need in the recent survey.

With the administration's refusal to requests for additional staff to expand the counseling center's offerings, the collaborative planning group decided that the creation of a peer counseling service would help by providing some additional support services, especially for students with less serious problems or those only desiring someone with whom to discuss ideas, concerns, etc. The peer counselor group was also seen as a possible future resource for providing psychological education on such issues as identity formation, alcohol education or abuse prevention and stress management. In other words, the planning group began to see the Student Support Services (the S.S.S.), as the peer counselors were soon named, as a help in solving many problematic issues.

The S.S.S. group's charter to be recognized as a student organization was drawn-up and applications for students desiring to become peer counselors had been written and made available to the student body. Please see copies of these documents which may be found in APPENDIX III. Many peer counselor applications had been received and reviewed, and these students were interviewed and candidates finally chosen by a committee from the collaborative group that was both chaired and appointed by Dean Stevens, the college's Assistant Dean of Students.

As plans enthusiastically continued to grow for the S.S.S. group, its members became involved in our collaborative group and its retention program plans which were simultaneously developing. The newly appointed S.S.S. members were asked to consider helping the retention program by making the personal contact intervention their first major project of the new academic year. This intervention was the one requiring each S.S.S. counselor to make one, or possibly two, personal contacts with a randomly selected number of in-coming freshman students during their first six weeks of college. The timing was important because this period is considered the most crucial period in their adjustment to college life (Bennett, 1981). They voted enthusiastically to take on this project, embracing the concept that helping new students to feel a sense of belonging, by showing a sincere interest in them helps them to adjust to the college environment and to stay in college. S.S.S. members looked forward to this project, also, as a way in which to become acquainted sooner with more A.I.C. students.

Now, with the luxury of hindsight, our plans and expectations for the S.S.S. members may have been both too many and too great for one small group of ten students even though they were dedicated and enthusiastic. Their part of the retention program, the personal contact intervention failed to be implemented nearly as well as planned. Although they had enthusiastically voted to accept this project in the spring, only five members made actual contact with four or more freshman subjects drawn. Thus, the resulting total number of ExSs receiving this intervention was an N of only thirty-eight subjects.

There are several possible reasons for the poor implementation of the Personal-Contact Intervention. For some of the counselors, their course load or schedules may have become more demanding than they had expected. For several others the difficulty may have been one of underestimating the amount of work involved in implementing this project because many of the S.S.S. members complained about the amount of time spent on trying to contact their subjects, especially the ones that were commuter students. They often had to make repeated calls to succeed in reaching their ExSs.

Another aspect that was particularly surprising about this intervention, was the reaction of many of the new students when contacted either by telephone or a brief note, offering them, the S.S.S. members interest and concern. Many of the ExSs were suspicious, some of them responding sarcastically and wondering why they were the ones selected for calls, and others were even resentful about being called or thought of as being problematic. S.S.S. members tried to assure subjects of their random selection and explained their calls'

purposes; but some students remained resistant and others failed to return counselors' calls even when S.S.S. members had left their own numbers and requests to be called.

In desiging ths project, we needed to have planned for much more counselor preparation such as helping them to acquire the necessary patience and understanding that had been needed to meet the difficulties, the tiresome task, and disappointments that were involved in the interventions implementation.

One other intervention in our program was poorly carried through. The S.S.S. members had suggested and planned a social night for all freshmen, only which was to be part of our group's retention program. They hoped that the social gathering they called the "Freshman Sundae Night Social" would be attended by many freshmen and would serve several purposes such as: (1) give S.S.S. members the chance to meet more freshman students, (2) increase the new students' level of awareness about the human services and support resources available on campus, (3) help new students to become better acquainted with one another and (4) aid retention by their increased involvement in the college community's social life. These plans appeared most worthwhile but unfortunately all S.S.S. members failed or forgot to post a sign-up sheet and to request that all in attendance sign-in. Conseqently, we had no possible way of determining how may from either the ExSs or CSs groups participated in this intervention, or of knowing if the component was useful in serving some of its other purposes. Most of the other interventions were implemented more thoroughly and resulted in creating less possible limitations.

In summary, not only was it impossible to control rigorously the withholding of interventions for comparison subjects, but the interventions themselves were variously limited. Nonetheless, the basic rationale for each activity continues to appear well justified despite their somewhat limited implementation.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents an analysis and discussion of the data collected in attempting to design and implement an effective retention program for freshman students at American International College (AIC).

Results

To be able to determine the number of students receiving each intervention and, then, to calculate their input scores or the total number of input points each received from their exposure to the program's interventions, attendance records of all subjects, both ExSs and CSs, were kept by both the Student Development director and the researcher. When an intervention was open to all freshmen, as several of them needed to be because it would have been unethical to prevent any freshman from receiving its input, sign-up sheets were posted and everyone attending was asked to sign in before leaving. With careful attention taken to make sure all participants signed in, this procedure worked well in interventions such as the Survival I Workshop during Freshman Orientation and in the Pre-Registration Career Planning Workshop which was held at mid-semester to help students with their registration for the following semester. However, the students attending the Freshman "Sundae Night Social", conducted by the Student Support Services (S.S.S.) counselors were not recorded and, unfortunately, those receiving this intervention's input could not be counted because the S.S.S. forgot to post sign-up sheets and attendance was not taken as was planned. One other intervention was unique in that we could have pure ExSs for this one component, the intervention involving

Personal Contact by the S.S.S. This intervention was restricted and given to ExSs, only. Thus, no input points from the intervention were received by CSs.

To provide a clearer picture of the extent of students' participation in the program's various interventions, please review Table 3 which gives the totals and percentages of ExSs and CSs participating in the programs' interventions and Table 5 which lists the number of students at each score level and, also, gives the percentage of male and female subjects at each level of input (or score). These tables can be found on pages 66 and 69, respectively. In addition, immediately following this section, Table 6 provides the individual input scores and outcome for all subjects, both men and women, whether staying in or dropping out. In Table 6, a comparison can be made between the input scores of those who stayed in college versus the scores of those subjects who dropped out. The table, also, shows differences between female and male participation, and the amount of their reception of the program's input due to the higher frequency of 0 scores among male subjects. (See Table 6 on the next page.)

Table 6

Frequency of Male and Female Students
Who Stay or Drop-Out at Different Levels of Input

	Men			Women			Totals
Input Level (Scores)	Stay Ins.	Drop Outs	N_1*	Stay Ins.	Drop Outs	N_2*	N
0	23	17	40	23	5	28	68
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	7	1	8	3	0	3	11
3	19	15	34	16	14	30	64
4	23	4	27	19	5	24	51
5	2	0	2	2	1	3	5
6	7	1	8	13	2	15	23
7	7	3	10	5	3	8	18
8	1	0	1	1	0	1	2
9	0	1	1	4	1	5	6
10	0	0	0	2	0	2	2
11	0	0	0	0	1	1	1
12	1	0	1	1	0	1	2
13	0	0	0	3	0	3	3
14	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0
16	0	0	0	2	0	2	2
17	0	0	0	0	0	0	0
18	0	0	0	1	0	1	1
19	0	0	0	3	0	3	3
Totals	90	42	132	98	32	130	262

* N_1 and N_2 are used to denote the total number of male and female students, respectively at each level of input, or how many subjects of each sex received that score.

Once individual scores were calculated and compared, it became obvious that the groups were not identical. Therefore, descriptive statistics were performed to further illustrate group differences. The mean ($\bar{X}$) and standard deviation (S) were calculated for each of the four groups of scores with the groups of male and female subjects separated into the two dichotomous categories of either stay-ins or drop-outs. (See Table 7 on page 83). Copies of the researchers' original attendance record sheets, instrumental in calculating all scores may be found in APPENDIX II.

After all subjects' participation and input scores were compared in this manner, the program needed to be evaluated in several ways. First, we wanted to know if the program was generally effective in reducing freshman attrition (i.e. Was there a significantly lower number of drop-outs from the subjects receiving higher input scores than from those with lower scores? Were our two populations now, different due to our experimental program? If the program showed little, or no effect, the null hypothesis (H_o) would have to be accepted, stating that "....the observed difference is due to random error," or to chance, and "that the population means are equal", (Cozby, 1981). Whereas, if the research hypothesis (H_1) was correct, the two group's means will not be equal and our retention program (as the independent variable) has had a significant effect allowing us to reject the null hypothesis (H_o). To answer these questions other statistics need to be determined. See Table 7 on following page for a summary of the statistical differences related to the input scores of Stay-Ins and Drop-Outs, first separated into two groups according to sex and then combined as a total group.

Table 7
Summary of Statistical
Differences in Input Levels
for Stay-Ins and Drop-Outs
in Sex-Segregated Groups

	Females			Males			Totals Combined		
	n	Mean ($\bar{X}$)	Std. Dev.(S)	n	Mean ($\bar{X}$)	Std. Dev.(S)	n	Mean ($\bar{X}$)	Std. Dev.(S)
Stay-Ins.	98	4.85	4.63	90	3.16	2.43	188	4.03	3.85
Drop-Outs	32	3.75	2.55	42	2.36	2.39	74	2.96	2.54

Upon observation of Table 7, the three groups' means and standard deviations appear to be different although the amount of difference is small. However, when looking closely at the individual scores in Table 6 (page 82) it is apparent that Drop-Outs, as well as Stay-Ins sometimes received higher input scores, bringing the two groups' input scores fairly close and suggesting that for these Ss, who were Drop-Outs, reception of the higher level of the program's input may not have made a significant difference in their enrollment outcome.

Therefore, statistical measures were needed to more accurately determine if the populations of Stay-Ins and Drop-Outs were significantly different. In other words, it was necessary to determine if the experimental program had been generally effective in that more Stay-Ins had the higher input scores, and the greater number of Drop-Outs occurred from the group of Ss who had received lower levels of input.

First, to determine if a significant relationship existed between Stay-Ins or Drop-Outs and their respectively higher or lower input scores, the point biserial (r_{pb}) measures of correlation were used. The (r_{pb}) was the appropriate measure of product moment correlations to use because of the dichotomas variable wherein Ss are either Stay-Ins or Drop-Outs which are mutually exclusive conditions. The frequency of Stay-Ins and Drop-Outs at each score level was tallied for each of the three time periods considered crucial for freshmen Ss vulnerable to dropping out. These critical time periods were; at the end of their first semester in college, at the beginning of their second semester after a month-long break, and finally after summer vacation at the beginning of their third semester (or second year). The number of Ss was often very small when Stay-Ins and Drop-Outs were counted for the three crucial time periods under observation, and then were divided further into sex-segregated groups.

Next, point biserial (r_{pb}) correlations were calculated, even though the number of Ss in some categories was extremely small, to determine if a significant relationship existed between Ss that were Stay-Ins or Drop-Outs and their levels of input. For the results of these (r_{pb}) calculations which did not reach statistical significance, please see Appendix III.

Another method for determining if the two Ss populations of Stay-Ins and Drop-Outs were significantly different was to use Chi-squares to measure the significance of difference. First, three data tables, one for each of the three Ss groups, Male Ss, Female Ss, and total Ss (Combined male and Female Ss) were constructed showing the

numbers and percentages of Stay-Ins and Drop-Outs at each input level. See Table 8 below for an example of these tables, the one used for the Total Ss or Combined Sexes group. Input scores had been grouped into four different score levels. See the Key, below, which explains the four groupings or levels of input points.

Table 8

Number and Percentages of Stay-Ins and Drop-Outs as a Function of Input Level for Total Ss (Combined Sexes)

Level #	#1	#2	#3	#4	Totals
Stay-Ins	46	87	37	18	188
Drop-Outs	23	38	10	3	74
Totals	69	125	47	21	262
Percentages of Drop-Outs at @ Input Level	33.3%	30.4%	21.3%	14.5%	

Key	
Level #	# of Input Points
Level #1 =	0
Level #2 =	1-4
Level #3 =	5-8
Level #4 =	9 & more

Next, base rates of dropping-out were calculated for Ss from the Total Ss group, who received zero (0) scores (i.e. these Ss had received no input points from the program's interventions) base rates for the three groups were:

for Male Ss = 44% based on 18 of 41 Ss;

for Female Ss = 18% based on 5 of 28 Ss;

and for the Total Ss (the group above) 33% based on 23 of 64 Ss. In other words from the 69 Ss in the Total Ss (or Combined Sexes group) who received 0 input scores, 23 or 33.3% of them dropped out.

In looking at Table 8, it can be observed that the percentages of dropping-out consistently decreased while the level of input points increased. Thus, the Drop-Out rate was inversely or negatively related to the level of input received, suggesting that increased (higher) input scores created a significant difference for Stay-Ins. Finally, the same data was used to construct Chi-square tables; and three (2x4) Chi-squares were calculated to more accurately determine the significance of difference. However, the Chi-square values obtained were not significant. The results and Chi-square tables are presented in Appendix III.

Both measurement techniques used up to this point had short comings (which will be discussed in more detail in the discussion section of this chapter) in that they both are less sensitive to smaller differences that might be significant even though these instruments were appropriate for use with discrete dichotomous variables. (McNemar, 1962; Sprinthall, 1982). Therefore, one further

type of statistical test, the t-test was calculated to more accurately determine significance of difference.

The one-tail t-test was employed because the direction of difference was predicted as positive (and higher/greater) as we expected that the Stay-In population and its mean ($\overline{X}$) would be greater than the Drop-Outs' population and mean ($\overline{X}$). Three t-tests were used, one for each of the population groups: Female Ss, Male Ss, and Total Ss (the combined sexes group), to determine more accurately if there was a significant difference between Stay-Ins and Drop-Outs.

In the first t-test to determine significance of difference between the Stay-Ins and Drop-Outs in the Female Ss group the calculated value of t was +1.29 at .05 level of confidence. The table value of t, or the t-critical (at P=.05) was $\pm$165. The degrees of freedom (df=128) were found by use of the formula (N +N -2=df). Thus, we could not reject the null hypothesis (H) because:

t observed = +1.29, which was less than t-critical at $\pm$1.65, (i.e. the difference was not significant.)

However, for both the Male Ss group and the Total Ss group (the combined group including both Male and Female Ss), the t-test calculated found a significant difference between the populations of Stay-Ins and Drop-Outs. In other words, the t-tests performed on our three groups of Ss showed to the .05 level of confidence that there was a significant difference between the sexes, between the female and male student subject, as to whether the populations of Stay-Ins and Drop-Outs were significantly different.

The input levels appeared to have made more consistent differences for Male Ss, with a steadily decreasing number of Drop-Outs related inversely/negatively to the increasing level of input points.

Results from the t-test calculated on our total Ss or Combined Sexes group to determine if Stay-Ins and Drop-Outs were significantly different found a significant difference in these populations, also the observed or calculated t value was = +2.06 (at P=.05), with degrees of freedom (df-128). As t= +2.06 was greater than the table value for t, or t-critical which was = $\pm$1.65 at P=.05, we can very strongly reject the null hypothesis (H_o), and accept our research hypothesis (H_1), that input from the interventions in our experimental retention program had made a significant difference, or been effective in decreasing the number of Drop-Outs from the group that had received the higher input score levels.

The next question we wanted to examine was whether a specific intervention was especially strong in helping students remain in college rather than drop-out. We looked at the Survival I intervention first, for several reasons. It was the earliest intervention implemented because the three hour Survival I Workshop was held on the second day of freshman orientation; and the workshop was very well attended with over one-half of all freshman students and nearly 40% (39.3%) of total number (262) of subjects participating. Also, this workshop was specifically designed to facilitate students feeling more comfortable, or at home, in their new environment by helping them to become more aware of their own values while giving them opportunities for making contacts with one another. Building new friendships was

fostered through the sharing of ideas, beliefs, and worries which often, surprisingly, to them were common concerns. Therefore, we wanted to know, did attending Survival I make a significant difference in the number of Drop-Outs for that group?

To determine if the Survival I intervention made a significant difference, we compared the number of subjects attending Survival I or not attending Survival I with the number of dropping-out or staying-in by first constructing a data table, then, using a 2x2 Chi-square to determine if there was a significance of difference. (See Table 9, on next page). The data table was constructed by taking the total count of the number of subject, attending from both of our groups (103 subjects) from the attendance records (sign-up sheets), and subtracting this number gave us the group of 159 subjects that did not attend Survival I from our 262 total subjects. The names in both of these groups (attending and not-attending) were checked against the names on our drop-out list to determine how many Survival I participants actually dropped-out or stayed-in. As attendance at Survival I was by self-selection, the subjects for this part of the study were from both the Ex and C groups. Being part of the freshman orientation program, Survival I could not be restricted to a specific group of freshman students, i.e. to ExSs, only. It is interesting to note, however, that there was accidently more participants from the original experimental group than from the control group, with 66 and 37 subjects, respectively attending from the two groups. Copies of the researcher's original attendance records, which were instrumental in counting participants and

calculating all their individual input scores, may be found in APPENDIX II. Names of student-subjects have been omitted and only numbers have been used to code them. (See Table 8 for Survival I data.)

Table 9

Significance of Survival I Workshop

	Ss Attending Survival I	Ss Not Attending Survival I	
Drop-Outs	18	71	89
Stay-Ins	85	88	173
	103	159	262

Chi-square $\chi^2 = \frac{N(BC-AD)}{(A+B)(C+D)(A+C)(B+D)}$

$\chi^2 = 20.59$
determined significant
at $p<.001$
d/f = 1. Reject the null
hypothesis (H_o)

As we had hoped, Survival I was found to have had a highly significant effect of helping students to stay. (Even though 88 Stay-Ins for the not-attending group was higher than those in the attending group; we must remember that the total number of subjects is larger here, being 159 versus 103 subjects) and that the percentage of Stay-Ins was 55% and 83%, respectively.

For the third set of measurements we wanted to know if the Personal Contact by S.S.S. intervention, even though poorly implemented, had a significant effect on whether those students (the 38 ExSs

contacted) were drop-outs. The Personal Contact intervention was planned to involve the ten Student Support Services Counselors (S.S.S.) making casual, friendly contact with the 130 randomly selected freshman in the experimental group. No names were drawn from the control group for this intervention. Therefore, it was unique in being the only intervention which had a pure ExSs group.

Each peer counselor was supposed to contact, by telephone or a note through the campus mail, the thirteen ExSs (whose names he/she had drawn), during the first six weeks of college, when we believed the new freshmen would be most vulnerable to dropping out. However, the intervention was poorly carried through for many reasons and resulted in only 38 of the 130 students being finally contacted by the S.S.S. members.

To determine if the Personal Contact intervention, which involved only 38 of the originally randomly selected 130 ExSs, made a significant difference in their dropping out, a 2x2 data table was constructed and, then, a 2x2 Chi-square employed to determine the significance. There were 4 drop-outs from the 38 students contacted and 16 drop-outs occurred in the remaining group of 92 students that were not contacted, (i.e. about 11% and 17% dropped out from the two groups, respectively). Because of the small number of subjects, in fact only 4 in one cell of our Chi-square table, which is below the required 5 in each cell when using a Chi-square; we had to apply the Yates correction to our formula to make an allowance for discontinuity. See Table 10 on the next page for Chi-square data for the Personal Contact intervention.

Table 10

Significance of Personal Contact
by S.S.S. with ExSs*

	Stay-Ins	Drop-Outs	Total Ss
Personal Contact (YES)	34	4	38
Personal Contact (NO)	76	26	92
	110	20	N=130(ExSs)

*(Only 38 of 130 ExSs were contacted)

$$\chi^2 = \frac{N([BC-AD] - N/2)}{(A+B)(C+D)(A+C)(B+D)}$$

$$\chi^2 = 0.517$$

Difference in the number of Drop-Outs was determined not significant with 1 d/f). Therefore, we cannot reject the null hypothesis (H_O), and that the differences observed may be due to chance or random error.

In looking more closely at our next component to be measured, we realized that it was, actually, a two-fold intervention, because it involved two types of direct attention for freshmen: one-on-one consulting by the Student Development Office and/or individual counseling in the Dexter Counseling Center. Therefore, we decided to separate the two types of input. When counting the number of students who received input points from these sessions, the necessity for separating the two services became even more apparent because many students who received Student Development (SD) points ultimately dropped out. We began to realize, with some surprise at first, that SD input points could even

relate positively to dropping out! If we had previously thought more carefully about all of the Student Development Office's functions, we would have realized that SD consultations would be a poor intervention to consider. These input points would be likely to bring conflicting results because both students in special danger of dropping out were usually referred to Student Development and, also, students who had definitely made the decision to leave were required to have an exit interview, or brief consultation with that office. Therefore, most drop-outs would receive at least 3 SD points. Thus, SD and Dexter Counseling Center (CO) input points were for quite different kinds of individual attention and had to be considered separately.

The CO input points for each subject were counted to determine if the subjects receiving this input were less likely to drop out than were those students who did not receive CO input. A 2x2 data table was constructed to help in using a Chi-square to determine the significance of CO input. Of the 188 subjects who stay-in, 24 received CO input and 164 did not; and for the 74 subjects who dropped out there were only 6 students who had received CO input and 68 who did not. See Table 11 on following page.

Table 11

Significance of Dexter Counseling Center (CO) Input Points

	CO Received	CO Not-Received	Total Subjects
Stay-Ins	24	164	188
Drop-Outs	6	68	74

$$\text{Chi-square } (\chi^2) = \frac{N(BC-AD)}{(A+B)(C+D)(A+C)(B+D)}$$

$$\chi^2 = \frac{11.0}{9.68} = 1.14$$

Difference in the number of drop-outs who had received CO input was determined not significant with 1 d/f. Therefore, we cannot reject the null hypothesis (H_o), that the differences observed may be due to chance or random error.

The number of students receiving individual counseling is often comparatively small, and this was the case, here, as well. Within the total number of subjects, only 30 students received CO input. To demonstrate the significance of this type of input would take a greater number of cases. Circumstances, which will be discussed in more detail in the next section, did not allow random selection of the subjects for receiving CO input.

Discussion

At this time it appears necessary to discuss several issues that occurred and are related to this experimental program's measurements and results.

The first of these issues the acceptance of the null hypothesis (H_o) when measuring the effects of two of our interventions. Researchers suggest that before accepting the null hypothesis, the experiment or study should be conducted again, with additional care being taken to refine one's procedures, which will help to make findings more accurate. It is also suggested that a larger sample size be used when repeating the experiment because a small sample size can cause a researcher to be wrong in accepting H_1 (Cozby, 1981). The larger the sample size or number of subjects the greater the likelihood becomes of obtaining significant results. This would likely be true in both of these instances because both the Personal Contact with S.S.S. intervention and the Individual Counseling intervention involved too few subjects.

In the Personal Contact intervention it is quite possible that significant differences between the ExSs contacted and the CSs could have been determined if that intervention had been better implemented or more thoroughly carried out. The results were especially disappointing in this case because it was the one intervention in our program that involved pure ExSs, as we were able to restrict the planned contacts to our ExSs, only. The results for this intervention were definitely affected by the very small number of contacts that were made, only 38 of the 130 that were planned.

The 10 S.S.S. counselors had each randomly drawn 13 freshman names and they had agreed to take on the task of contacting each of these freshmen by either a friendly telephone call or brief note through the campus mail. Counselors were asked both in the spring, when the

intervention was being planned, and again in the fall if they completely understood the directions, and they stated that their directions were clear. However, if this or a similar intervention were to be repeated, one suggestion is that all directions be put in writing, in a step-by-step form that could be given to each counselor.

Another important suggestion would be to have all counselors take part in the project from its earliest discussion and planning stages to ensure their sincere support and complete understanding of what might be involved. It would, also, be a good idea to provide some training or further preparation for the counselors to help them accept and respond to the strange reactions that they might receive when contacting new students (or even when contacting their family members or homes, if commuters). Our S.S.S. members were not prepared enough for the sharp, impolite, and negative reactions they received. The final suggestion for this intervention would be that the researcher monitor the events more carefully and check over occasionally the written journals or logs that the counselors were requested to keep about their experiences and the entire process.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The purpose of this research project was to first determine students' needs and then to design, implement, and evaluate an effective experimental retention program.

Attrition/retention research and relevant theoretical literature were reviewed to help determine some of the major reasons for attrition retention measures that had been attempted, and the psychological needs of college-age individuals. A campus-wide survey of needs was designed and conducted to identify specific, and possibly unique, needs of students, especially freshmen at American International College.

The three periods or eras of attrition/retention research literature reviewed were compared to Paulo Freire's theoretical three stages of problem-solving. Freire's collaborative methodology became a procedural model that our newly formed discussion group attempted to follow in planning, designing, implementing, and evaluating an effective experimental retention program for a randomly selected target group of first semester freshman students.

Elements for creating the program's six interventions emerged from a review of the summary of the needs survey results and from reviewing both research and theoretical literature such as Erikson's theoretical views on young adults' needs and Freire's problem-solving methodology.

Once designed, these interventions were implemented during the first six weeks of our subjects' (Ss) fall (and first), semester. We hoped to help the college become more responsive to incoming fresh-

man students' needs, especially when these students were in their most vulnerable period for dropping-out, and thereby enhance the growth of student-institutional fit and increase the likelihood of retention.

All of the interventions, but one, could not be restricted to experimental Ss alone because retention efforts needed to be offered to all freshmen in the interest of fostering their personal growth and adjustment to the college environment. Therefore, when evaluating the effectiveness of the program the total input points, (the points received for having been exposed to one or more interventions) were calculated as input scores for all 262 randomly selected subjects (including the original 130 ExSs and 132 CSs).

The experimental retention program was generally evaluated for its effectiveness by three different types of measurement techniques. First, nine point biserial correlations (r_{pb}) were calculated, three for each of our subject groups: Male Ss, Female Ss and the Total Ss group, one at each check point in time (during the first semester, at the beginning of the second semester, and after summer vacation at the beginning of the second year.) Relationships determined between our two dichotomous groups and their input levels if found at all, were positive, but weak and did not reach statistical significance (P=.05). In fact, McNemar (1962) warns us that as the sampling error for biserial r's is large, when truly discrete dichotomies are involved, our N must also be large if we are to place much confidence in the findings; and in this instance all N's were very small.

Next, three Chi-square calculations were made, one to measure each of our three subjects groups to determine if Stay-Ins and Drop-

Outs were significantly different populations due to their level of input scores. Input scores had been grouped into four levels and percentages of Drop-Outs calculated so that baseline rates of dropping-out could be determined and compared as input scores increase, and a 2x4 Chi-square data table constructed. Chi-square values were not significant at 3 d/f ($P < .20$ but $> .10$). However, for the Total Ss group the Drop-Out rate appears to be inversely (negatively) related to the input level because as the input score levels increased, the rate of dropping-out decreased.

Finally, three one-tail t-tests were used, one for each of the subject populations to determine more accurately if there was a significant difference between Stay-Ins and Drop-Outs. In two of the three population groups (for both the Male Ss and Total Ss groups), the t-test calculated found a significant difference between Stay-Ins and Drop-Outs. This suggests that for Male Ss and the Total Ss groups, input levels made a more consistent and significant difference. Results for the one-tail t-test for Male Ss were:

$$t_{obs} = 2.06 \text{ (at P=.05) and 128 d/f}$$
$$\text{and } t_{(.05)} = \pm 1.65 \text{ at 128 d/f for critical t.}$$

Thus, we can strongly reject H_0 and accept H_1, our research hypothesis that the input from interventions in our experimental program had made a significant difference or been effective in decreasing the number of Drop-Outs from the group that had received the higher input scores.

Three specific interventions were also measured to determine if any of these were especially strong in helping Ss remain in college. For each one of these a 2x2 Chi-square table was constructed and a

Chi-square employed. For one of these interventions, the Survival I Workshop, the results were:

$\chi^2_{obs.} = 20.51$ and

χ^2 (.01)(1 d/f) = 6.64; significant at P=.01.

Therefore we could strongly reject H , and accept H that the number of Drop-Outs decreased from the group of Ss who attended Survival I and that this workshop made a significant difference in retaining students.

RECOMMENDATIONS

Although much data have been collected about all the possible reasons for students dropping out, many of these have involved pre-existent conditions, traits, etc. about which institutions could do very little. It now appears much more appropriate to discuss attrition/retention issues in terms of what are the major factors that help students to stay-in rather than from the view of what are the causes for their dropping-out. In fact, not nearly enough action programs have been undertaken to foster students' persisting. Where these types of action programs have been attempted, they often have not been reported upon fully enough, if reported at all, so that institutions might learn from both the successes and failures of one another. It would be equally helpful to know about attempted programs that might not have been very successful but afforded us considerable insight about what worked or even did not work.

The experimental retention program attempted at A.I.C. was far from perfect, but action was taken; and some of the activities appear

to have been instituted in the right direction. Valuable learning resulted from the experience, which will be helpful because much more in action oriented retention programs or studies needed to be tried in the future.

Our institution, like many other private four-year colleges, is experiencing a transitional period, at this time, and needs to continue exploring ways to grow and change. We need to experiment with methods for making the college environment more responsive to students' demands and needs as educational consumers.

While doing this, we must also find ways that help students, as well as other college community members, become actively involved in trying to discover the college's real needs and problems and to creatively solve some of them by working together. This type of active involvement becomes a retention program in itself as it fosters both community integration and commitment, both of which in turn enhance retention.

Future experimental research or studies in attrition/retention should emphasize action programs that help students become actively involved in aiding their institutions to better serve them, its students. "Helping them to help themselves" is critically important because imposing new methods, rules, regulations, even new programs, when they have been created and implemented by others and through other's perspectives of what was needed, have often missed the mark and failed miserably in meeting students' needs or demands. The onus of responsibility for attrition prevention and the implementation of retention measures should not rest solely upon the institution's

administration and staff, it also should be shared and worked upon by members from all levels of the college community.

Being more responsive to students, means being sensitive and reactive to them and their needs, and to be able to do this intelligently means that students, also, must contribute by exploring and expressing more about themselves and their needs. Guessing games are out of place here and a waste of time, effort, and money; they are much too expensive for all concerned.

In summarizing, the one major thing learned through this research action implementation is the key recommendation that any similar future project be even more of an active, collaborative endeavor from its very earliest discussion and planning sessions.

Another issue that influenced this research project was the existence of several poor, even destructive attitudes, which in turn, was an issue for most all parties involved: administration, faculty, and students. Although sometimes subtle, these difficult attitudes of several types, first appearing during the earliest planning and designing sessions, existed throughout the project often proving to be obstructive to any growth and progress. For example: Often, the quickest way of dismissing a problem at A.I.C. is to blame it on students' lack of interest, on their apathy. Our students appear almost renowned for this quality as it has become the most over-used explanation (and a very simplistic one) for the college not risking by instituting any new ideas, methods, programs, sources of entertainment, and even better bus service to make use of cultural events located in the City's center.

Another example of an unfortunate, and very pervasive, attitude that influences outcomes in important ways on our campus, is an attitude or idea, about it not being very sophisticated or "cool" (or perhaps, even manly) to be involved, to participate or show any interest in college related events or activities. Joining a group or committee, serving on student government, or attending a non-required class or workshop would be unheard of for the large group of male students who possess this attitude.

Existence of this "cool" attitude may well account for the tremendous difference in male and female participation and reception of the program's interventions. For example: many of the total number of subjects (262) in our study had total input points or scores of 0. Sixty-nine of our subjects had 0 scores which meant that they had received no input whatsoever from the retention program, and of these 69 Ss, 41 were Male Ss. Also, only 3 male Ss from the total of 132 males in the study had input scores of 9 points or more whereas 17 females had scores of 9 or more. There were 74 Drop-Outs from our total Ss population of 262 and 42 of these were males. Base rate of dropping out for males (i.e. leaving with no input score) was 44% and for women Ss this rate was 18%. Yet, for men the t-test for determining the significance of difference between Stay-In and Drop-Out populations due to receiving higher input scores. Thus, for Male Ss, when they attended interventions, a significant difference was made, or i.e. the experimental retention progrm was effective in decreasing their number of Drop-Outs as input score level increased; i.e. an inverse or negative relationship existed between the program's

input level and the number of Drop-Outs from the Male Ss group for as input level increases, the number of Drop-Outs decreases.

Therefore, I would strongly recommend and encourage future researchers to work very hard at finding innovative ways of eliminating or breaking down this "super cool" attitude that males on A.I.C.'s campus tend to exhibit. Perhaps this pseudo-sophisticated attitude that prevents and stiffles male participation in college related activities and heavily influences them to conform has had more influence on attrition than has been realized because this group of male students, especially those who live in dorms, has consistently contributed the greatest number of Drop-Outs for the last five years.

Many more experimental, action-oriented retention programs that involve students and other varied college-community members actively taking part in all phases of the process are recommended for the future. Both students and institutions need to work collaboratively to create more matches between responsive institutions and students who are active participants committed to both their college's and their own growth and change; thus, resulting in vastly improved student-institutional fits.

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APPENDIX I

APPENDIX I

SURVEY OF NEEDS FOR INDIVIDUAL AND COLLEGE COMMUNITY DEVELOPMENT

Joan Pennington and Barbara Bennett are working on a doctoral project to improve the human services and the college community environment at A.I.C. The object of this project is to prevent mental health problems and to promote human growth and development for students.

Following is a list of services that have been extended to students at various colleges. Which offerings do you feel would best meet the needs of A.I.C. students? We have left space after each item. Please jot down your personal comments, opinions, and suggestions so that we may best meet the needs of the entire campus community. Indicate the degree to which you feel each service is needed here at A.I.C. by circling the number (1,2,3,or 4) which best reflects your opinion.

1 = not needed

2 = somewhat needed

3 = moderately needed

4 = greatly needed

Extent of Need

1 2 3 4 More individual counseling services
Comments:

1 2 3 4 Utilization of peer counselors
Comments:

1 2 3 4 Workshops in male/female relationships
Comments:

1 2 3 4 Workshops on family relationships; parent effectiveness (P.E.T.)
Comments:

1 2 3 4 Workshops in human sexuality
Comments:

1 2 3 4 Workshops on alcohol abuse
Comments:

1 2 3 4 Support groups for alcoholic students
Comments:

1 2 3 4 Assertiveness training workshops
Comments:

1 2 3 4 Workshops in identity and self awareness
Comments:

1 2 3 4 Support groups for women
Comments:

1 2 3 4 Support groups for men
Comments:

1 2 3 4 Workshops on productive dorm living
Comments:

1 2 3 4 Support groups for non-traditional students
Comments:

1 2 3 4 Groups to make connections for community students
Comments:

1 2 3 4 Workshops on racial relationships
Comments:

1 2 3 4 Gynecological (Women's health) services
Comments:

1 2 3 4 Financial aid workshops Comments:

1 2 3 4 Support groups for foreign students
Comments:

1 2 3 4 Workshops on how to handle divorce (for ex-mates and students of divorcing parents)
Comments:

We'd like to know from whom we are hearing. Please check.

Student_____ Staff_____ Faculty_____

Administration_____ Class of_____ Male_____

Female_____ Major_____

APPENDIX II

APPENDIX II

Input Ratings:
Experimental
Subjects

ExSs(Male) N=66

	(Dropped) (Out)							
	X Date	S	P.C. 3-6	S.D. 3	CO 3-9	S.S.W. 2-6	CW 2	Total Score
1.	X 12/81			SD/3				3
2.		S/4					CW/2	6
3.		S/4						4
4.					CO/3			3
5.		S/4						4
6.		S/4						4
7.		S/4						4
8.			3	SD/3				6
9.				SD/3		SSW/2		5
10.		S/4					CW/2	6
11.							CW/2	2
12.		S/4		SD/3				7
13.				SD/3				3
14.			3					3
15.				SD/3				3
16.			3					3
17.		S/4						4
18.			3					3
19.								0
20.								0
21.				SD/3				3

Input Ratings:
Experimental
Subjects

ExSs(Male)

	(Dropped) (Out) X Date	S	P.C. 3-6	S.D. 3	CO 3-9	S.S.W. 2-6	CW 2	Total Score
22.	X 6/82			SD/3				3
23.				3				3
24.	X 6/82			SD/3				3
25.								0
26.				SD/3				3
27.	X 12/81							0
28.		S/4	3					7
29.	X 12/81	S/4						4
30.	X 12/81			SD/3				3
31.		S/4						4
32.						SSW/2		2
33.		S/4						4
34.		S/4						4
35.		S/4	3					7
36.			3		CO/3			6
37.		S/4						4
38.	X 5/82	S/4	3			SSW/2		9
39.	X 12/81	S/4	3					7
40.		S/4	3					7
41.				SD/3		SSW/2		5
42.				SD/3				3

Input Ratings:
Experimental
Subjects

ExSs(Male)

	(Dropped) (Out) X Date	S	P.C. 3-6	S.D. 3	CO 3-9	S.S.W. 2-6	CW 2	Total Score
43.		S/4						4
44.			3					3
45.				SD/3				3
46.				SD/3				3
47.		S/4						4
48.						SSW/2		2
49.		S/4					CW/2	6
50.		S/4				SSW/2		6
51.				SD/3				3
52.	12/81						2	2
53.				SD/3				3
54.	X/5/82			SD/3				3
55.								0
56.								0
57.	X/5/82			SD/3				3
58.		S/4						4
59.	X/5/82	S/4	3	SD/3				7
60.						SSW/2	CW/2	4
61.		S/4				SSW/2	CW/2	8
62.				SD/3	CO/9			12

Input Ratings:
Experimental
Subjects

ExSs(Male)

	(Dropped) (Out) X Date	S	P.C. 3-6	S.D. 3	CO 3-9	S.S.W. 2-6	CW 2	Total Score
63.		$\frac{S}{4}$						4
64.		$\frac{S}{4}$	3					7
65.							$\frac{CW}{2}$	2
66.			3					3

APPENDIX II

Input Ratings:
Comparison
Group Subjects

CSs(Male) N=66

	(Dropped) (Out) X Date	S	P.C. 3-6	S.D. 3	CO 3-9	S.S.W. 2-6	CW 2	Total Score
1.	X 5/82			SD 3				3
2.		4						4
3.	X 12/81			SD 3				3
4.	X 5/82							0
5.	X 5/82	4						4
6.		4						4
7.								0
8.	X 12/81							0
9.	X 9/81							0
10.								0
11.					CO 3			3
12.	X 5/82			SD 3				3
13.								0
14.	X 12/81	4		SD 3				7
15.								0
16.	X 5/82							0
17.								0
18.	X 3/82			SD 3				3
19.	X 12/81							0
20.								0
21	X 5/82							0

Input Ratings: Comparison Group Subjects CSs(Male)	(Dropped) (Out) X Date	S	P.C 3/6	S.D. 3	CO	S.S.W.	CW	Total Score
22.								0
23.		4						4
24.	X 5/82			SD 3				3
25.	X 12/81							0
26.	X 12/81							0
27.								0
28.								0
29.		4						4
30.								
31.		4						4
32.		4						4
33.	X 5/82			SD 3				3
34.								0
35.								0
36.		4						4
37.	12/81			NO				0
38.	4/82			NO				0
39.							CW 2	2
40.					CO 3			3
41.		4			CO 3			7
42.	X 12/81			NO				0

Input Ratings:
Comparison Group Subjects
CSs(Male)

	(Dropped) (Out) X Date	S	P.C 3/6	S.D. 3	CO	S.S.W.	CW	Total Score
43.	X 10/81			NO				0
44.	X 11/81			3				3
45.	X 11/81			SD/3				3
46.		4						4
47.								0
48.	X 2/82			NO	CO/3			3
49.	X 12/81							0
50.							CW/2	2
51.								0
52.	X 12/81							0
53.		4						4
54.	X 12/81							0
55.	X 12/81							0
56.				SD/3				3
57.	X 1/82			SD/3				3
58.								0
59.		4					CW/2	6
60.		4		SD/3				7
61.								0
62.								0

Input Ratings:
Comparison Group Subjects
CSs(Male)

	(Dropped) (Out) X Date	S	P.C. 3-6	S.D. 3	CO 3-9	S.S.W. 2-6	CW 2	Total Score
63.								0
64.	X 10/81	S/4						4
65.						SSW/2		2
66.	X 12/81	S/4					CW/2	6

Input Ratings:

Experimental Subject ExSs(Female) N=64	(Dropped) (Out) X Date	S	P.C. 3-6	S.D. 3	CO 3-9	S.S.W. 2-6	CW 2	Total Score
1.			3					3
2.		S/4	3		CO/3			10
3.		S/4		SD/3				7
4.		S/4	3					7
5.	X 5/82	S/4		SD/3			CW/2	9
6.		S/4	3					7
7.				SD/3	CO/3			6
8.		S/4						4
9.	X 6/82	S/4						4
10.		S/4						4
11.			3					3
12.							CW/2	2
13.		S/4						4
14.			3					3
15.		S/4	3		CO/9			16
16.	X 6/82				CO/9	SSW/2		11
17				SD/3	CO/9			12
18.							CW/2	2
19.		S/4			CO/9			13
20	X 2/82			SD/3				3
21.			3		CO/6			9
22.						SSW/2		2

Input Ratings: Experimental Subject ExSs(Female)	(Dropped) (Out) X Date	S	P.C. 3-6	S.D. 3	CO 3-9	S.S.W. 2-6	CW 2	Total Score
23.			3					3
24.		S/4					CW/2	6
25.			3					3
26.		S/4			CO/9			13
27.		S/4					CW/2	6
28.					CO/3			3
29.		S/4	3			SSW/2		9
30.			3				CW/2	5
31.		S/4					CW/2	6
32.		S/4	6					10
33.		S/4						4
34.		S/4					CW/2	6
35.		S/4						4
36.		S/4						4
37.		S/4	3		CO/9			16
38.		S/4	3				CW/2	9
39.					CO/3		CW/2	5
40.					CO/3			3
41.				SD/3				3
42.								0
43.	X 10/81	S/4	3					7
44.		S/4	6		CO/9			19

Input Ratings: Experimental Subject ExSs(Female)	(Dropped) (Out) X Date	S	P.C 3/6	S.D. 3	CO	S.S.W.	CW	Total Score
45.		S/4					2	6
46.		S/4	3					7
47.		S/4						4
48.					CO/3			3
49.		S/4	6		CO/9			19
50.	X 5/82			SD/3				3
51.				SD/3				3
52.			3					3
53.			3					3
54.			3	SD/3				6
55.			3		CO/6			9
56.		S/4						4
57.	X 5/82	S/4	3					7
58.		S/4						4
59.		S/4						4
60.	X 9/81	S/4						4
61.		S/4						4
62.		S/4	3		CO/9		CW/2	18
63.		S/4					CW/2	6
64.		S/4			CO/9			13

Input Ratings:
Comparison Subjects
CSs (Female) N=66

	(Dropped) (Out) X Date	S	P.C 3/6	S.D. 3	CO	S.S.W.	CW	Total Score
1.								0
2.	X 12/81			SD 3				3
3.		S 4			CO 9	SSW 6		19
4.	X 12/81			SD 3				3
5.								0
6.	X 5/82	S 4					CW 2	6
7.	X 12/81			SD 3				3
8.		S 4						4
9.								0
10.								0
11.	X 12/81							0
12.				SD 3				3
13.								0
14.	X 12/81			SD 3		SSW 2		5
15.	X 12/81							3
16.								0
17.	X 5/82							0
18.		S 4						4
19.								0
20.								0
21				SD 3				3
22		S 4						4

Input Ratings:
Comparison Subjects
CSs (Female) N=66

	(Dropped) (Out) X Date	S	P.C 3/6	S.D. 3	CO	S.S.W.	CW	Total Score
23.	X 6/82			SD/3				3
24.	X 10/81	S/4						4
25.	X 12/81			SD/3				3
26.		S/4						4
27.								0
28.	X 12/81							0
29.	X 12/81			SD/3				3
30.								
31.		S/4					CW/2	6
32.								0
33.	X 6/82			SD/3	CO/3			6
34.								0
35.	X 6/82							0
36.	X 8/82				CO/3			3
37.								0
38.	X 6/82			SD/3				3
39.	X 6/82	S/4			CO/3			7
40.								0
41.								0
42.				SD/3				3
43.								0
44.								0

Input Ratings: Comparison Subject CSs (Female) N=66	(Dropped) (Out) X Date	S	P.C 3/6	S.D. 3	CO	S.S.W.	CW	Total Score
45.		4					2	6
46.	X 6/82	S/4						4
47.		S/4				SSW/2	CW/2	8
48.								3
49.								0
50.		S/4		SD/3				7
51.		S/4				SSW/2		6
52.		S/4					CW/2	6
53.		S/4						4
54.								0
55.	X 12/81	S/4						4
56.		S/4						4
57.		S/4						4
58.		S/4						4
59.								0
60.	X 6/82			SD/3				3
61.		S/4					CW/2	6
62.	X 8/82				CO/3			3
63.	X 12/81							0
64.	X 2/82			SD/3				3
								0
								0

APPENDIX III

APPENDIX III

Results of Point Biserial (r_{pb}) Computations for Female Ss:

Table 12

Dropping-Out v.s. Staying-In as Related to Input Levels for Female Ss during the First Semester

N=130

Stay-In	P_1 = +0.11	M_1 = 3.00	S_1 = 1.89
Drop-Out	P_2 = + .89	M_2 = 5.97	S_2 = 10.68

(overall) My = 5.65
Sy = 10.15

Results: (r_{pb}) = +0.09 for Female Ss
A very weak, but positive relationship shown during the first semester between Dropping-Out or Staying-In and Input Scores.

Table 12a

Dropping-Out v.s. Staying-In as Related to Input Levels for Female Ss at Beginning of the Second Semester

Stay-In	P_1 = .06	M_1 = 4.43	S_1 = 2.82
Drop-Out	P_2 = .94	M_2 = 4.51	S_2 = 4.04

(overall) My = 4.51
Sy = 3.98

Results: (r_{pb}) = 0.00
No relationship could be determined possibly due to extremelly small N of (Drop-Outs) in Female Ss at end of 2nd Semester.

APPENDIX III

Table 12b

Dropping-Out v.s. Staying-In as Related to Input Levels for Female Ss during the Third Semester

Stay-In	$P_1 = .10$	$M_1 = 4.27$	$S_1 = 2.73$
Drop-Out	$P_2 = .90$	$M_2 = 4.85$	$S_2 = 4.61$

(overall) My = 4.79
Sy = 4.46

Results: (r_{pb}) = +0.03; Relationship not found significant for Female Ss at the beginning of third semester.

APPENDIX III

Results of Point Biserial (r_{pb}) Computations for Male Ss:

Table 13
Dropping-Out v.s. Staying-In as Related to Input Levels for Male Ss during the First Semester

N=132

Dropping-Out	P_1 = .28	M_1 = 1.88	S_1 = 2.33
Staying-In	P_2 = .82	M_2 = 3.13	S_2 = 2.38

(overall) My = 2.90
Sy = 2.42

Results: r_{pb} = +0.21; not significant, as a very weak, but positive relationship was shown

Table 13a
Dropping-Out v.s. Staying-In as Related to Input Levels for Male Ss at the Beginning of the Second Semester

Dropping-Out	P_1 = 0.15	M_1 = 3.00	S_1 = 2.37
Staying-In	P_2 = .85	M_2 = 3.15	S_2 = 2.39

(overall) My = 3.13
Sy = 2.38

Results: r_{pb} = + .02 No significant relationship could be determined. Again, probably due to very small populations used.

Table 13b

Dropping-Out v.s. Staying-In as Related to Input Levels for Male Ss during the Third Semester

Dropping-Out	P_1 = .02	M_1 = 2.00	S_1 = 0.00
Staying-In	P_2 = .98	M_2 = 3.22	S_2 = 2.48

(overall) My = 3.22
Sy = 2.45

Results: r_{pb} = 0.00 or zero; No relationship could be determined. Very small populations are being used, making any findings, difficult.

APPENDIX III

Chi-square Table #14

Frequencies & Percentages
of Male Ss Who
Stay-In or Drop-Out
v.s. Input Score/Level*

*Input	0	1-4	5-8	9&more	Total
Stay-In	23 (56%)	49 (72%)	16 (80%)	2 (67%)	90 (68%)
Drop-Out	18 (44%)	19 (28%)	4 (20%)	1 (33%)	42 (32%)
Total	41 (31%)	68 (52%)	20 (15%)	3 (27%)	132

* See Key, below, which explains the number of input points within ech level.

$$\text{Chi-square} = \frac{N(BC-AD)}{(A+B)(C+D)(A+C)(B+D)}$$

$\frac{14.31}{42} = 0.342$

$.034 \times 132 = 4.49$

$\chi^2 = 4.49$ not significant at 3 d/f

d/f = (4-1)(2-1)=3; P < .20 but > .10

Base Rates of Dropping-Out (i.e. leaving with No inputs). Base rates for the three Ss groups are: Male Ss= 44% based on 18 of 41
Female Ss= 18% based on 5 of 28
Both Male & Female =33% based on 23 of 69.

Key	
Level	# of Input Points
Level # 1	= 0
Level # 2	= 1-4
Level # 3	= 5-8
Level # 4	= 9&more

APPENDIX III

Chi-square Table #15

Frequencies & Percentages
of Female Ss Who
Stay-In or Drop-Out
v.s. Input Score/Level

Input	0	1-4	5-8	9&more	Total
Stay-In	23 (82%)	38 (67%)	21 (78%)	16 (89%)	98 (75%)
Drop-Out	5 (18%)	19 (33%)	6 (22%)	2 (11%)	32 (25%)
Total	28 (22%)	57 (44%)	27 (21%)	18 (14%)	130

$$\text{Chi-square} = \frac{N(BC-AD)}{(A+B)(C+D)(A+C)(B+D)}$$

$\chi^2 = 4.81$

not significant at 3 d/f

$P < .20$ but $> .10$

APPENDIX III

Chi-square Table #16

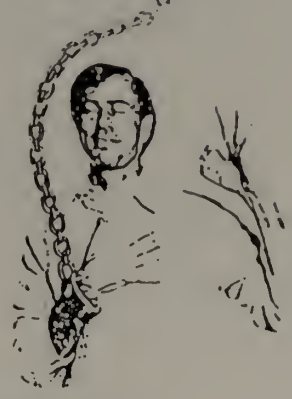
Frequencies & Combined Percentages
of Male & Female Ss (Combined)
who Stay-In or Drop-Out
v.s. Input Score/Level

Input	0	1-4	5-8	9&more	Total
Stay-In	46 (67%)	87 (70%)	37 (79%)	18 (86%)	188 (72%)
Drop-Out	23 (33%)	38 (30%)	10 (21%)	3 (14%)	74 (28%)
Total	69 (26%)	125 (48%)	47 (18%)	21 (8%)	262

Chi-square = 4.45

$\chi^2 = 4.45$, df=(4-1)(2-1)=3x1=3
not significant at 3 d/f
$P < .20$, but $> .10$

APPENDIX IV



TO: FACULTY AND ADMINISTRATION

FROM: BARBARA BENNETT, STUDENT DEVELOPMENT CONSULTANT

RE: THE RETAINING OF STUDENTS VIA THE SSS

There is a new student group on campus which has been designed with retention in mind! (This group calls itself the Student Support System (SSS) It's history can be found in the enclosed YJ article). The SSS group was organized through the cooperative efforts of the Dexter Counseling Center, The Dean of Students and the Student Development Office. We believe this student retention effort has a tremendous amount of potential and are now looking for more talented students to involve in the Student Support System, but we need your help. With the enclosed Student Support System job description in mind, would you:

1. Announce openings for SSS positions to classes, etc. and

2. Tap talented AIC students on the shoulder, let them know that you think they would make fine SSS people, and suggest that they apply for the job.

Thank you for time, interest and support.

STUDENT SUPPORT SYSTEM

JOB DESCRIPTION

[illegible] RESPONSIBILITY: To provide fellow students with educational, personal, social, [illegible]sonal, emotional and academic support through workshops, one-to-one consultations [illegible] community development efforts.

EXAMPLES OF DUTIES:

1. Participate in initial training program and inservice training sessions.
2. Responsible for presenting educational workshops on student selected topics (e.g. peer pressure, decision making, values clarification, rape, alcohol, etc.)
3. Available for one-on-one student consultations.
4. Consultation with assigned, selected AIC students (e.g. transfer students, freshmen, undeclared majors, etc.)
5. Responsible for the development and implementation of SSS (e.g. public relations, publicity in YJ, posters, radio and class presentations, etc.)
6. Responsible for community development and the initiation of new ideas.

[illegible] COMMITTMENT AND SUPERVISION: Must be available at least 5 (to 10) hours per [illegible]k to participate in (1) SSS business meetings, (2) training sessions, (3) workshops [illegible] private consultations. Trainees will be trained and closely supervised by a Masters [illegible]el student and the director of Student Development.

QUALIFICATIONS:

1. Ability to relate to a varied population of people, i.e., students from a variety of disciplines with a variety of view points and life styles. Some training and/or experience in the field of counseling or a working knowledge of human relation skills is preferred.
2. Ability to approach new people and new situations with energy, ease and imagination.
3. Ability to take the initiative and become involved with helping activities on several different levels.
4. Ability to work effectively in a group situation both as a leader and as a participant. Some experience and/or training in peer education efforts or community development is preferred.
5. Ability to teach or supply down to earch information. Experience and/or training in areas such as academic advising, vocational counseling, alcohol, drugs, sex.
6. Ability to make impartial judgements and sound decisions. SSS people must be flexible, responsible and assertive. Ability to maintain confidentiality is crucial.

[illegible]RDS:

1. 2-3 decided study credits per semester (6-8 credits total)
2. (or) work study wages from a work study award.
3. A rich and rewarding educational experience.
4. The fulfillment that comes from helping others to help themselves.

TO DO TO FIND OUT MORE OR TO APPLY:

Application and further information are available in the Student Development or [illegible]nt Affairs Office.

Call 737-7000, Ext. 260 or 264.

CONSTITUTION OF STUDENT SUPPORT SYSTEM

OF AMERICAN INTERNATIONAL COLLEGE

ARTICLE I: NAME

The name of this organization shall be Student Support System of American International College.

ARTICLE II: PURPOSE

A core of students from all walks of the AIC community whose purpose is to serve as a sounding board, give reference, and provide information to the many concerns of the community.

ARTICLE III: BASE

There shall be a "social center" available to the AIC community which shall serve as a base for the Student Support System.

ARTICLE IV: ADMINISTRATION

A) The Administrator shall be the faculty advisor with the cooperation and direction of the entire group.

B) The academic reward shall be 2-3 directed work study credits per semester, with a maximum of six credits, OR work study wages from a work study award, if eligible.

ARTICLE V: LEGISLATION

All matters to be voted on are passed or denied on the basis of a simple majority of members in attendance when the meeting has been publicized three (3) days in advance, provided 1/3 of the total Student Support System membership is present; and approved by a majority of the Advisory Board.

ARTICLE VI: APPOINTMENTS

A) An individual shall be designated at each meeting to take and file in the social center, minutes of each meeting.

B) Upon vacancy (between regular application processes) of any Student Support System position, including that of an advisory board member, the SSS membership shall by a 2/3 vote, elect an individual to fill said position.

ARTICLE VII: MEMBERSHIP

Because of the unique purpose and initimate connection between students, the application and interviewing process shall be implemented by the advisory board and faculty advisor in consultation with the Student Support System membership.

ARTICLE VIII: AMENDMENTS

Amendments to this constitution are passed by a simple majority with all the restrictions of Article V.

Page 4 The Yellow Jacket Wednesday, September 23, 1981

-Opens Social Center-
SSS offers new programs

By GURDON HORNOR
YELLOW JACKET Staff

THE STUDENT SUPPORT SYSTEM has now opened a Social Center on the lower level of Amaron Hall, room AB22. The office hours are: Sunday through Thursday 7 to 9 p.m., Monday through Thursday 3 to 5 p.m.

SSS members will be available during these hours for supportive interaction. No appointments are necessary for these meetings and students are free to drop in and say "Hi!"

We also have a campus hotline open during our office hours and it is 737-7000, ext. 219.

The Student Support System began last year and has since developed into a group of students, administrators and faculty who are all concerned with the development and growth of students at AIC.

In order to facilitate a productive program that would help provide support for the students we have gone through several steps this summer and fall.

First of all, the Student Government approved our Constitution this fall, which in turn resulted in the appointment of a Faculty Advisory Board and Faculty Advisor.

We are pleased to announce the members of our Advisory Board are: Student Development Director Barbara Bennett, Psychology Professor Joan Pennington and Dean Blaine Stevens. In addition we welcome Professor Greg Schmutte of the Psychology Department as our first Faculty Advisor.

Another program that has been initiated this fall is our first freshman advisor program. The purpose of this is to provide incoming students with a returning student who is available to answer questions about school and provide any support that may be needed.

Our office is designed to provide all students with a place that they can go to share good news and bad, and a place where any conversation will be kept between the SSS member and the student.

We are able to provide references for students seeking information or support in many areas and we also have the back-up help of a core of faculty members who deserve a great deal of thanks.

All students and faculty are invited to drop by the Social Center during the posted hours and ideas, comments, and questions about the Student Support System are welcome.

The following is a list of SSS members including box numbers or off-campus phone numbers. Feel free to contact any member:

Keith Burger: Box 294
Joseph Chistolini: 733-2077
Todd Farnsworth: (203) 749-8851
Corrinne Harrell: 534-3263
Gurdon Hornor: 733-7687
Jill Holaday: Box 185
Joseph Kwiatkowski: Box 244
Dave LaPolice: 1-283-6379
Ann Shaw: Box 472
Mary Taupier: 786-0271

To: All Faculty Members and Administration

From: The Student Support System

Re: Alcohol Workshops

The Student Support System of A.I.C. wishes to invite you to two alcohol-related workshops. These workshops are part of a series designed to help us be better equipped to provide support for our fellow students. The two alcohol-related workshops will be given by Dr. Charles Harrell. Dr. Harrell has been an alcohol counselor for the past twenty years, and deals with younger people and health professionals. He is certified by the Drug Dependence Institute; School of Medicine and Psychiatry, at Yale University.

Both workshops will deal with the societal, physiological, and psychological aspects of alcoholism as an illness. The first workshop, entitled Early Identification of Potential Alcoholics, will be held Thursday, September 24, at 1:30 p.m. in AB3. The second, entitled Prevention and Treatment Procedures, will be held Thursday, October 1, at 1:30 p.m. in AB3.

The Student Support System hopes to see you there!

Sincerly,

A.I.C. Student Support System

APPENDIX V

APPENDIX V

SYLLABUS-PSYCHOLOGY #329

COURSE TITLE: Counseling and Psychotherapy

INSTRUCTOR: Psychology #329

INSTRUCTOR: Prof. J. Pennington

PREREQUISITES: Psychology 101, Psychology 103

I. Purposes and Goals: This course is designed as a basic course in Counseling and Psychotherapy.

a. To introduce students to the major comtemporary theories and practices by study of six or seven psychotherapies, including within this a careful study of both the underlying theoretical views and the techniques employed in the process of psychotherapy.

b. To help students become aware of and access their own values and personal helping styles by participation in open discussion periods, structured learning experiences and workshop type of exercises.

c. To give students an opportunity to improve their "Helping" skills by practicing basic counseling techniques such as listening and communication skills.

d. To facilitate a student's personal growth and sense individual identity while growing in a sense of awareness and understanding of the emotional needs of others.

II. Required Text:

Shertzer, Bruce & Stone, Shelly C., Fundamentals of Counseling; Second Edition, Houghton Mifflin Co. Boston: 1974.

III. Additional References Used (Extra Reading in these will be announced.)

1. Egan, Gerald; The Skilled Helper. Brooks & Cole, Division of Wadsworth Publ. Co.: Monterey, Calif., 1975.

2. Corey, Gerald. Manual for Theory and Practice of Counseling and Psychotherapy. Brooks & Cole, Div. of Wadsworth Publ. Co., Monterey, Calif., 1977.

3. Corey, Gerald. Theory and Practice of Counseling and Psychotherapy. Brooks & Cole, Div. of Wadsworth Publ. Co., Monterey, Calif., 1977.

4. Patterson, C. H. Theories of Counseling and Psychotherapy, 2nd ed. Harper & Row Publ. Co., New York, N. Y., 1972.

5. Simon, Sidney; Howe, Leland W., & Kirschenbaum, Howard. Values Clarification, Hart Publ. Co., New York, N. Y., 1972.

6. Ivey, Allen & Gluckstern, Norma B., Basic Attending Skills: Participant Manual. Microtraining Associates, Inc., North Amherst, MA., 1974.

IV. Related Instructional Material:

A. Films including CRM films:

(1) "Three Approaches to Therapy." A series of three films demonstrating psychotherapeutic techniques of Carl P. Rogers, Frederick Perls, and Albert Ellis (Client-Centered Therapy, Gestalt, and Ratinal-Emotive Therapy, respectively.)

(2) A Behavior Therapy film

(3) Multimodal Therapy by Arnold Lazarus

(4) One additional film is usually selected from the newer, more innovative, and sometimes controversial current psychotherapies such as "Transactional Analysis", "Realty Therapy", etc.

B. Students are asked to keep an on-going personal journal during the semester of their experiences, ideas, communications, interactions with others, attitudes, etc. The material remains confidential and is not graded. The journal process is encouraged and considered important in representing the students own interest in his or her personal growth and development in understanding of self and others, in self-awareness, and in communication and other relationship skills.

V. Required Research Term Papers and Other Articles:

1. One term paper, due at the end of the term, demonstrating the students' understanding of one particular psychotherapy which he or she selects from an instructor-approved list. This paper affords the student with an opportunity to explore and study in greater depth one theoretical approach to counseling in which he or she has a particular interest.

VI. Other Requirements:

1. Two examinations, a full class period of one hour in length each consisting of four essay questions on the psychotherapies we have recently covered in lectures and class discussions. Each of these essay questions lists five to seven subtopics or questions on which the student is asked to write.

2. Participating in a small group of 2-4 members during some class periods for the purpose of training and practice of counseling skills such as attending, listening, responding.

VII. Content Outline for Lectures/Workshop Classes:

A. History and Background Information

(1) An overview of the history of counseling and psychotherapy considering the influence of Freudian theory, the vocational and educational counseling-movement, democratic ideals, humanistic-existentialistic trends.

B. The "Helping Relationship" - Defining and discussion of the concept of "Helping" and the "Helping" professions including para-professional helpers in the environment.

(1) The core dimensions and building of a helping (or counseling) relationship.

(2) Counselor roles and Effectiveness.

(3) Research that has recently identified the counselor characteristics found more effective.

(4) Expectancies of clients in counseling, particularly of college age clients.

C. Rational Emotive Therapy (R.E.T.)

(1) Basic philosphical views of Albert Ellis and his contributions to Rational Emotive Therapy.

(2) The nature of human beings and their problems as seen by this theory.

(3) R.E.T.'s Counseling Goals

(4) The major techniques used and the counselor's role.

(5) Most and least appropriate clients for this type of therapy.

D. Client-Centered Therapy

(1) Introduction and history of Client-Centered Theory and Therapy, including brief biographical background of Carl R. Rogers contributions.

(2) Basic view of mankind and major personality constructs involved.

(3) Roger's view of human being's basic nature and the causes for their maladaptive behaviors and anxiety, "inconguence."

(4) The goals of Client-Center Therapy and the techniques employed in the counselor's role.

(5) Clientele most and least appropriate.

(6) Other uses of Client-Centered Theory - Educational, Group Therapy.

E. Gestalt Therapy

(1) Brief overview of the history and origins of Gestalt Theory beginning with early Gestaltists (M. Wertheimer, W. Kohler, Koffka, Lewin)

(2) Frederick Perl's development of Gestalt Therapy.

(3) Gestalt Therapy's therapeutic goals.

(4) The Gestalt counselor's role and major techniques that he/she might employ.

(5) Client's most and least appropriate for this type of therapy.

F. Three Films on Counseling Techniques and Viewed - "Three Approaches to Therapy," a series of three films covering:

(1) Carl R. Rogers demonstrating his Client-Centered Therapy.

(2) Frederick (Fritz) Perls conducting Gestalt Therapy.

(3) Albert Ellis employing Rational-Emotive Therapy.

(4) Follow up class discussion emphasizing the major points observed which particularly relate to earlier lecture coverage on these therapeutic approaches.

G. Psychoanalytic Theory and Therapy

(1) Review of major concepts of psychoanalytic viewpoint and a brief historical background of Freudian Theory.

(2) Innovations and modifications since Sigmund Freud; differences between traditional Freudian Psychoanalysis and Comtemporary Psychoanalytic Therapy.

(3) Major techniques used: free association dream analysis, therapist's interpretations, and transference.

(4) Appropriate clientele and major criticisms of psychoanalysis.

G. Psychoanalytic Theory and Therapy

(1) Review of major concepts of psychoanalytic viewpoint and a brief historical background of Freudian Theory.

(2) Innovations and modifications since Sigmund Freud; differences between traditional Freudian Psychoanalysis and Comtemporary Psychoanalytic Therapy.

(3) Major techniques used: free association dream analysis, therapist's interpretations, and transference.

(4) Appropriate clientele and major criticisms of psychoanalysis.

H. Behavior Therapy - emphazing "Reciprocal Inhibition"

(1) Basic underlying views of Behavior Therapy and of how maladaptive behavior is learned.

(2) The counselor's role - in the selection, planning, and implementing of Behavior Therapy.

(3) Varied techniques and programs employed with special emphasis being given to coverage of "Reciprocal Inhibition" therapy's techniques.

(4) Specific uses of training sessions in relaxation, sexual, respiratory, and assertiveness responses for what types of problems they are appropriately used, how employed, etc.

(5) Clientele most suitable, and types of behavior most responsive to Behavior Therapy.

I. Eclectic Therapy

(1) Definition and "true" meaning of employing eclectic therapy.

(2) Frederick Thorne's major views and his development of a more organized form of Eclectic Therapy.

(3) Requirements of the Eclectic Counselor - educationally, experientially.

(4) Counseling goals as seen by Eclectic Therapist.

(5) Most and least appropriate clients for this type of therapy.

(2) Frederick Thorne's major views and his development of a more organized form of Eclectic Therapy.

(3) Requirements of the Eclectic Counselor - educationally, experientially.

(4) Counseling goals as seen by Eclectic Therapist.

(5) Most and least appropriate clients for this type of therapy.

J. Psychotherapy Film on "Multimodal Therapy" as practiced by Dr. Arnold Lazarus is viewed and discussed. An additional film will be viewed and discussed (if time allows.)

K. Workshop Classes

(1) Throughout the semester lecture classes are interspersed with workshop style classes following (at least one-third of class periods) during which members are broken up into small groups of four to five and several times into "sharing-duos" of two to work in practicing basic counseling skills (from "The Skilled Helper: A Model of Systematic Helping and Interpersonal Relating" by Gerard Egan.) such as:

a. Attending behaviors
b. Listening skills
c. Responding with accurate empathy
d. Communication of understanding
e. Paraphasing, and minimal encourages with open ended responses

(2) Each training workshop is prefaced by a mini-lecture covering the theory, rationale, and expectations of that skills training session.

(3) Four skills Training Sessions—are viewed on Audio-visual tapes, "Microcounseling" by Allen E. Ivey and Norma B. Gluckstern which demonstrates four skills training sessions and then practiced by students role playing both as client and counselor.